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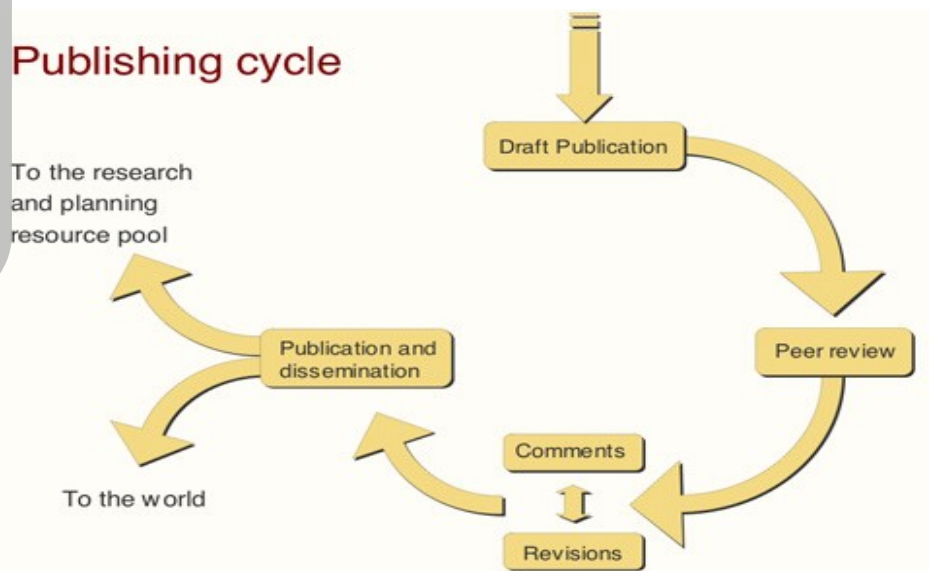
Publishing a

RESEARCH PAPER

A PANORAMIC VIEW



Publishing cycle



Compiled
by

Editorial Board

Faculty of Management Studies

Dr. M.G.R.

EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095. Tamilnadu. India.

(An ISO 9001 : 2015 Certified Institution)



Publishing a

Research Paper

A Panoramic View

Compiled by
Editorial Board
FACULTY OF MANAGEMENT STUDIES



Dr MGR
Educational and Research Institute
(Deemed to be University)
Maduravoyal, Chennai – 600 095
[An ISO 9001:2015 Certified Institution]

Publishing a Research Paper

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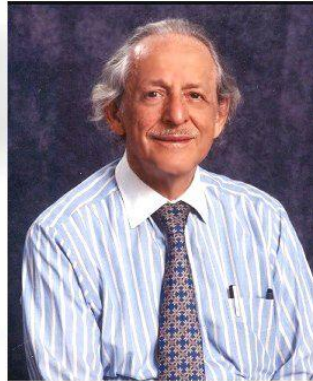
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Dedicated to:



Prof Dr Eugene Garfield

Father of 'Citation Index'
Grandfather of Google

**COMPLETING
THE RESEARCH PICTURE**
THE BOOK CITATION INDEX

NOW AVAILABLE !



Bi-Decennial Year 2013 Publications

Foreword

The process of writing a research paper though a complex task is the most rewarding experience one may encounter in the academic field. Experience and practice are absolutely essential to become a good researcher and writer of a quality research paper. Even eminent research scholars find it difficult to write a research paper unless they learn by experience how to write a research paper. Therefore a scholar can achieve academic excellence through his/her research and publication, provided he/she has the qualities like diligence, practice, experience, willingness to learn with patience.

This book is designed to help the research scholars find out answers for the complicated questions. If the reader follows the process and adheres to the correct documentation style and the supervisor's directions, a scholar should end up with a mechanically correct research paper or documented essay. However, that does not assure a quality document or a high grade. An effective research paper also smoothly integrates the research findings into unified, coherent paragraphs. Like all other well written documents, the research paper is clearly and logically organized, incorporating scholar's ideas and innovations. Grammar, punctuation, usage, and spelling are accurate.



Present day scholars are under tremendous pressure from various quarters, viz., peers, universities, academics and other educational regulatory authorities. They feel the pressure either due to lack of time or lack of knowledge or both. A scholar faces a tough task of getting himself qualified in the profession within a time frame and field of career development. In a highly competitive academic market, a scholar has to, sometimes, compromise quality and ethics.



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Unfortunatly, over the time, the quality and honesty research supervisors are getting eroded and thus, academic research.

In the dearth of quality of knowledge and scholarship of both the scholars and supervisors, a single source, as this book, appears to be a boon for any research scholar who sincerely seeks research acumen. It is quite new and innovative style in which eighteen research scholars have contributed each chapter which are highly relevant and very useful to the scholars. The topic of each chapter and the arrangement of chapters are logical. They speak for themselves: [01] Ethical Issues in Academic



Research; [02] Reading a Research Paper; [03] Evaluating a Research Paper; [04] Evaluating Information; [05] Research Paper vis-a-vis Survey of Literature; [06] Journal Impact Factor; [07] Citation Styles; [08] APA Citation Style; [09] Open Access Journals; [10] Citation Indexes; [11] Structure of a Research Paper; [12] Plagiarism @ Research; [13] Writing a Paper : Timeline; [14] 100 Tips for Publishing a Paper; [15] Writing a Research Paper; [16] Writing an Annotated Bibliography; [17] Selecting a Journal; and [18] Publishing a Research Paper.

Another significant feature is that each chapter has a list of selected 'keywords'. These keywords would enable the readers to proceed further in the ocean of knowledge and enrich the readers' quality of scholarship. The idea of appending a Glossary and an annotated Webliography at the end of these 18 chapters is highly thoughtful and both would facilitate the scholars in pursuing the quality research in cheerful academic career.



I do appreciate the editors in bringing out an excellent collection of highly informative papers and I have no doubt that this attempt would help the research fraternity in the long way in their pursuit of knowledge.

Chennai – 600 095
02 October 2012

Dr P Kaliyaperumal
Dean-Faculty of Management Studies
Dr MGR Educational and Research Institute

Preface (I Edition)

An objective of organizing a research paper is to allow people to read your work selectively. When a scholar researches a topic, he/she may be interested in just the methods, a specific result, the interpretation, or perhaps just wants to see a summary of the paper to determine if it is relevant to the research study.



A good research paper addresses a specific research question. The research objective or main is the central organizing principle of the paper. Whatever relates to the research question belongs in the paper; the rest doesn't. This is perhaps obvious when the paper reports on a well-planned research project.



Generally, only one main research question should be addressed in a paper (secondary but related questions are allowed). If a project allows the scholar to explore several distinct research questions, write several papers. For instance, if the scholar measured the impact of obtaining written consent on patient satisfaction at a specialized clinic using a newly developed questionnaire, he/she may want to write one paper on the questionnaire development and validation, and another on the impact of the intervention. The idea is not to split results into 'least publishable units', a practice that is rightly decried, but rather into 'optimally publishable units'.



The key parameters of a high quality research article include:

- An introduction to the nature of the study – this should be written in an easily accessible manner, it should be reasonably brief but with sufficient detail to interest the readers, particularly the target audience.
- A literature review – by its very nature, research perpetuates itself. There is no end point to research and therefore it will be the case that a research article builds on previous knowledge and understanding drawn from prior research. The authors of the research article need to show what research they are building on in their article. This does not mean that any and all literature should be quoted or cited –



but the readers need to know the pedagogical underpinning of the research, the 'school of thought' that has influenced the direction of the research.

- The development of a hypotheses and the research plan – should be clear to the reader.
- The design of the study should be articulated well and the research should have been carried out in an ethical manner.
- Appropriate interpretation of the results – results should not be over interpreted and analyzed because all research has limitations and the authors need to recognize these limitations.
- Sufficient replication and duplication of the study – too many research articles are based on a one off study and this is problematic. Research outcomes should be capable of being replicated and duplicated. There is very often a temptation to write up a one-off study, over-interpret and make sweeping generalizations.
- The research should be authentic.

A studious research scholar, who does his job with a great zeal and assiduity, should know the difference between a popular journal and a scholarly journal, if he really intends to go and seek his article published in a quality journal of international repute. The following table gives a bird's eye view.



Criteria	Scholarly Publications	Popular Publications
Appearance	simple layout with serious appearance and dense text - main attraction is the articles	colorful, glossy, photos, illustrations, advertisements
Audience	scholars, researchers, students and well-educated public	general public
Authors	scholars, professional practitioners	journalists, professional and amateur writers who lack subject expertise
Content	in depth analysis or extensive overview of a topic	simple discussions of news, entertainment, or other popular subjects
Review Process	works published after review by credible scholars in the discipline (peer review)	works reviewed by publication editors or purchased
Research Documentation	footnotes and bibliographies cite the author's research	information sources are rarely cited
Language	technical language in the	simple, non-technical

	specialized vocabulary of the discipline covered	language
Purpose/Intent	Present cutting-edge research specific to the field	to inform or entertain the reader, sell products, and/or promote a viewpoint
Examples	Canadian Journal of Political Science, Shakespeare Quarterly, French Historical Studies	Newsweek, Sports Illustrated, Vogue, People

Therefore, job of publishing a research article itself seems to be a research itself. A scholar has to know a lot about the journals, process of publishing a research article, Impact Factors, and so on.

Thus an idea of this book - narrating about the several aspects and the stages involved in publishing a research article in a reputed journal of international standard – is inspired by the genius and contribution of Dr Eugene Garfield, a colossus in the field of ‘citation index’. The tedious task of conceiving a book [about a research paper!] has been meticulously planned, designed and executed. After serious discussions and an



enriched academic thought process, finality is arrived at – in deciding the number, title of these chapters and the arrangement thereof. Then another laborious stage commenced – in identifying and allotting the most appropriate chapters to each research scholar. This stage proved to be highly interesting and challenging! A great experience indeed. A final addition – an annotated webliography – is enriching this small volume.

The editors are much obliged to the Faculty of Management Studies of the University for having agreed to publish - a highly appreciative gesture benefiting the research fraternity. Also, editors place their gratefulness and acknowledge the encouraging acceptance of Dr P Kaliyaperumal, Dean of the Faculty of Management Studies for writing a Foreword.



It is hoped that the young and enthusiastic research scholars as well as fresh and new research supervisors would find this volume most interesting and useful. Editors warmly welcome any suggestions for the useful enrichment of the publication from academic fraternity.

Preface

Silver Jubilee Year Edition

The First edition of this book was published during the Bi-decennial year (2013) of the Faculty of Management Studies. That was an unique and specially featured edition in which 17 research scholars of our University had contributed one chapter each.

We are happy to know that all these 17 research scholars had completed their PhD studies and obtained the degrees from the respective universities.

Recently almost all the universities insist (of course due to the revised regulations of University Grants Commission, UGC), that all teaching faculty should initiate steps to enrol themselves in PhD program and get the degree at the earliest. Naturally, writing and publishing papers – as a corollary – by research scholars has become obligatory.

Therefore, these trends have necessitated the revision of the earlier book. Now, Annotated Webliography has been extensively revised and duly enlarged. More web portals of international reputed journals are added. The earlier edition was duly dedicated to Prof Dr Eugene Garfield, considered father of citation index and grandfather of Google. The legend had expired in 2017 at the age of 92. Therefore, a special Annexure – III is added in this edition featuring the highlights of his contributions to the academic fraternity.

We hope that this silver jubilee edition – duly revised and enlarged - would be an important and useful resource to the research scholars and other stakeholders in the academia.

25 Sep 2018

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Publishing a
Research Paper

Silver Jubilee Edition

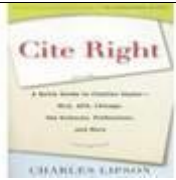
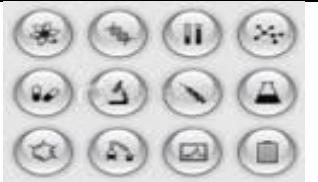
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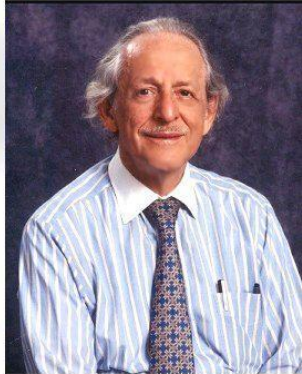
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PUBLISHING A

Research Paper

A Panoramic View

Chapter 1

Ms B Vimala



Highlights the ethical principles involved in an academic research; informed consent is narrated in detail. Scholars will find this info very useful and encouraging. Better to be ethical from the very beginning.



Ethical Issues in Academic Research

Silver Jubilee 2018 Publications

KEYWORDS

Chapter – 1 :: Ethical Issues in Academic Research

Ethical sense
Informed consent
Disclosure
Voluntariness
Deviations in ethical research
Responsible mentoring
Responsible publications
Ethical conduct
Ethical dilemma
Research misconduct





Ethical Considerations in Research

Ethical Issues in Academic Research

Introduction

All research scholars are supposed to be aware of the ethical issues discussed here as these apply to their work, writing and presentations. After more than three hundred years of journal reporting and building on others work to make further progress in science (an idea of avoiding the rediscovering wheel every time), the scientific community seems to have reached unanimity of the view that conducting scientific research and reporting it in ethical manner has served it very well in the past. Ethical practices evolved over this large span of time, if followed in spirit, offer protection to work/effort of the researcher as well as that of others. Scientific community judges your contribution and tries to build on it with the implicit assumption that ethical practices have been followed all along. Unfortunately, now with the proliferations of cut-and-paste practices (in the era of ICT) and pressure to publish, there is a danger that these ethical issues are likely to be bypassed.

Ethical Sense

Most people learn ethical norms at home, at school, in temple, or in other social settings. Although most people acquire their sense of right and wrong during childhood, moral development occurs throughout life and human beings pass through different stages of growth as they mature. Ethical norms are so ubiquitous that one might be tempted to regard them as simple commonsense. On the other hand, if morality were nothing more than commonsense, then why are there so many ethical disputes and issues in our society? One plausible explanation of these disagreements is that all people recognize some common ethical norms but different individuals interpret, apply, and balance these norms in different ways in light of their own values and life experiences.

Most societies also have legal rules that govern behavior, but ethical norms tend to be broader and more informal than laws. Although most societies use laws to enforce widely accepted moral standards and ethical and legal rules use similar concepts, it is important to remember that ethics and law are not the same. An action may be legal but unethical or illegal but ethical. We can also use ethical concepts and principles to criticize, evaluate, propose, or interpret laws. Indeed, in the last century, many social reformers urged citizens to disobey laws in order to protest what they regarded as immoral or unjust laws. Peaceful civil disobedience is an ethical way of expressing political viewpoints.



Informed consent of research participants

Informed consent is a vital part of the research process, and as such entails more than obtaining a signature on a form. Investigators must educate potential participants to ensure that they can reach a truly informed decision about whether or not to participate in the research. Their informed consent must be given freely, without coercion, and must be based on a clear understanding of what participation involves.

The process of educating participants about the study begins during initial contact and continues for the duration of their participation. Thus, information conveyed through advertisements, recruitment letters, pre-screening phone calls, study description sheets as well as written informed consent documents and discussions must be understandable to the participants and should contribute to their understanding of the research. Technical and medical terminology should be avoided or explained in “lay” language, and materials should be written at an 8th grade reading level or lower. First, potential participants are given general information about the research (e.g., through advertisements, information sheets, letters or discussion with their treating physicians), and if they are interested in learning more about the study, they contact study staff. The investigator then meets with the potential participants to review and to discuss the details of the research

study using the informed consent document as a guide. This discussion should include all of the required elements of informed consent, e.g., the purpose of the research, the procedures to be followed, the risks and discomforts as well as potential benefits associated with participation, and alternative procedures or treatments, if any, to the study procedures or treatments.

Preferably, potential participants are then given a copy of the informed consent document to take home so they can carefully read the document and discuss the research with their family, friends and/or physician and develop questions to ask at their next meeting with the research staff. Please note that participants must always be given the opportunity to ask questions and have them answered by the investigator and, whenever possible, to consult with friends/family. Once they have read the consent document and their questions are answered, if they agree to participate in the research, they sign and date the informed consent document. More than anything, perhaps, the principle and the practice of informed consent outlined in this brief survey reflect an attitude of the researcher toward the subject that is inextricably linked to the scientific enterprise itself. Consistency demands that the same respectful and benevolent attitudes that motivate the search for generalizable knowledge about humankind also guide researchers' dealings with the individuals who serve as participants.

Ethically Valid Informed Consent

For an informed consent to be ethically valid, the following components must be present:

- **Disclosure:** The potential participant must be informed as fully as possible of the nature and purpose of the research, the procedures to be used, the expected benefits to the participant and/or society, the potential of reasonably foreseeable risks, stresses, and discomforts, and alternatives to participating in the research. There should also be a statement that describes procedures in place to ensure the confidentiality or anonymity of the participant. The informed consent document must also disclose what compensation and medical treatment are available in the case of a research-related injury. The document should make it clear whom to contact with questions about the research study, research subjects' rights, and in case of injury.
- **Understanding:** The participant must understand what has been explained and must be given the opportunity to ask questions and have them answered by one of the

investigators. The informed consent document must be written in lay language, avoiding any technical jargon.

- **Voluntariness:** The participant's consent to participate in the research must be voluntary, free of any coercion or promises of benefits unlikely to result from participation.
- **Competence:** The participant must be competent to give consent. If the participant is not competent due to mental status, disease, or emergency, a designated surrogate may provide consent if it is in the participant's best interest to participate. In certain emergency cases, consent may be waived due to the lack of a competent participant and a surrogate.
- **Consent:** The potential human subject must authorize his/her participation in the research study, preferably in writing, although at times an oral consent or assent may be more appropriate.



Some Ethical Principles

[Adapted from Shamoo A and Resnik D. 2009. *Responsible Conduct of Research*, 2nd ed. (New York: Oxford University Press)]

The following is a probable, but not exhaustive, list of some ethical principles which a research scholar is supposed to know and practise:

Honesty

Strive for honesty in all scientific communications. Honestly report data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent data. Do not deceive colleagues, granting agencies, or the public.

Objectivity

Strive to avoid bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research where objectivity is expected or required. Avoid or minimize bias or self-deception. Disclose personal or financial interests that may affect research.

Integrity

Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.

Carefulness

Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records of research activities, such as data collection, research design, and correspondence with agencies or journals.

Openness

Share data, results, ideas, tools, resources. Be open to criticism and new ideas.

Respect for Intellectual Property

Honor patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give credit where credit is due. Give proper acknowledgement or credit for all contributions to research. Never plagiarize.

Confidentiality

Protect confidential communications, such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records.

Responsible Publication

Publish in order to advance research and scholarship, not to advance just your own career. Avoid wasteful and duplicative publication.

Responsible Mentoring

Help to educate, mentor, and advise students. Promote their welfare and allow them to make their own decisions.

Respect for colleagues

Respect your colleagues and treat them fairly.

Social Responsibility

Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.

Non-Discrimination

Avoid discrimination against colleagues or students on the basis of sex, race, ethnicity, or other factors that are not related to their scientific competence and integrity.

Competence

Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in science as a whole.

Legality

Know and obey relevant laws and institutional and governmental policies.

Animal Care

Show proper respect and care for animals when using them in research. Do not conduct unnecessary or poorly designed animal experiments.

Human Subjects Protection

When conducting research on human subjects, minimize harms and risks and maximize benefits; respect human dignity, privacy, and autonomy; take special precautions with vulnerable populations; and strive to distribute the benefits and burdens of research fairly.



Other Deviations

There are many other activities that the government does not define as "misconduct" but which are still regarded by most

researchers as unethical. These are called "other deviations" from acceptable research practices and include:

- Publishing the same paper in two different journals without telling the editors
- Submitting the same paper to different journals without telling the editors
- Not informing a collaborator of your intent to file a patent in order to make sure that you are the sole inventor
- Including a colleague as an author on a paper in return for a favor even though the colleague did not make a serious contribution to the paper
- Discussing with your colleagues confidential data from a paper that you are reviewing for a journal
- Trimming outliers from a data set without discussing your reasons in paper
- Using an inappropriate statistical technique in order to enhance the significance of your research
- Bypassing the peer review process and announcing your results through a press conference without giving peers adequate information to review your work
- Conducting a review of the literature that fails to acknowledge the contributions of other people in the field or relevant prior work
- Stretching the truth on a grant application in order to convince reviewers that your project will make a significant contribution to the field
- Stretching the truth on a job application or curriculum vita
- Giving the same research project to two graduate students in order to see who can do it the fastest
- Overworking, neglecting, or exploiting graduate or post-doctoral students
- Failing to keep good research records
- Failing to maintain research data for a reasonable period of time
- Making derogatory comments and personal attacks in your review of author's submission
- Promising a student a better grade for sexual favors
- Using a racist epithet in the laboratory
- Making significant deviations from the research protocol approved by your institution's Animal Care and Use Committee or Institutional Review Board for Human Subjects Research without telling the committee or the board
- Not reporting an adverse event in a human research experiment
- Wasting animals in research
- Exposing students and staff to biological risks in violation of your institution's biosafety rules
- Rejecting a manuscript for publication without even reading it
- Sabotaging someone's work
- Stealing supplies, books, or data
- Rigging an experiment so you know how it will turn out

- Making unauthorized copies of data, papers, or computer programs
- Owning stock in a company that sponsors your research and not disclosing this financial interest
- Deliberately overestimating the clinical significance of a new drug in order to obtain economic benefits

These actions would be regarded as unethical by most scientists and some might even be illegal. Most of these would also violate different professional ethics codes or institutional policies. However, they do not fall into the narrow category of actions that the government classifies as research misconduct. Indeed, there has been considerable debate about the definition of "research misconduct" and many researchers and policy makers are not satisfied with the government's narrow definition. However, given the huge list of potential offenses that might fall into the category "other serious deviations," and the practical problems with defining and policing these other deviations, it is understandable why government officials have chosen to limit their focus.



Conclusion

Misconduct probably results from environmental and individual causes, i.e. when people who are morally weak, ignorant, or insensitive are placed in stressful or imperfect environments. In any case, a course in research ethics is useful in helping to prevent deviations from norms even if it does not prevent misconduct. Many of the deviations that occur in research may occur because researchers simply do not know or have never thought seriously about some of the ethical norms of research. For example, some unethical authorship practices probably reflect years of tradition in the research community that have not been questioned seriously until recently. If a supervisor is named as an author on every paper that comes from his research scholars, even if he does not make a significant contribution, what could be wrong with that? That's just the way it's done, one might argue. If a drug company uses ghost-writers to write papers "authored" by its physician-employees, what's wrong about this practice? Ghost writers help write all sorts of books these days, so what's wrong with using ghost-writers in research?

Another example where there may be some ignorance or mistaken traditions is conflicts of interest in research. A researcher may think that a "normal" or "traditional" financial relationship, such as accepting stock or a consulting fee from a drug company that sponsors her research, raises no serious ethical issues. Or perhaps a university administrator sees no ethical problem in taking a large gift with strings attached from a pharmaceutical company. Maybe a physician thinks that it is perfectly appropriate to receive some monetary consideration as finder's fee for referring patients into a clinical trial.

If "deviations" from ethical conduct occur in research as a result of ignorance or a failure to reflect critically on problematic traditions, then a course in research ethics may help reduce the rate of serious deviations by improving the researcher's understanding of ethics and by sensitizing him or her to the issues. Finally, training in research ethics should be able to help researchers grapple with ethical dilemmas by introducing researchers to important concepts, tools, principles, and methods that can be useful in resolving these dilemmas.



"Ethics is knowing the difference between what you have a right to do and what is right to do."

Potter Stewar

"In law a man is guilty when he violates the rights of others. In ethics he is guilty if he only thinks of doing so."

Immanuel Kant

"It takes less time to do a thing right than to explain why you did it wrong."

Henry Wadsworth Longfellow

"There are seven things that will destroy us: Wealth without work;
Pleasure without conscience; Knowledge without character; Religion
without sacrifice; Politics without principle; Science without humanity;
Business without ethics."

Mahatma Gandhi

Research Paper

PUBLISHING A

Research Paper

A Panoramic View

Chapter 2

Ms Yamini Priya



"How would you feel? I spend three years writing the book and these speed readers come along and knock it off in 25 minutes."

Describes the necessity to read a research paper, intricacies involved in the technique of reading and the benefits of reading. Any research scholar who reads this chapter will understand the depth of a research paper.

Silver Jubilee 2018 Publications



Reading a Research Paper

KEYWORDS

Chapter – 2 :: Reading a Research Paper

Empirical evaluation
Recapitulation
Research methodology
Sociology of science
Logical arguments
Experimental details
Unpublished data
Assertive Sentence Title
Assessment instruments





Reading a Research Paper



Introduction

The process of reading research papers effectively is challenging. These papers are very often written in a very condensed style because of limitations of pages and the expected audience, which usually know the area well. Moreover, the reasons for writing the paper may be different than the reasons the paper has been assigned, meaning you have to work harder to find the content that you are interested. Finally, your time is very limited, so you may not have time to read every word of the paper or read it several times to extract all the nuances. For all these reasons, reading a research paper often requires a special approach as well as skill.

To develop an effective reading style for research papers, it can help to know what you would get out of the paper, and where that information is located in the paper. Typically, the introduction will state not only the motivations behind the work, but also indicate the solution. Often this may be the case from the paper. The body of the paper states the authors' solution to the problem in detail, and would also describe a detailed evaluation of the solution in terms of arguments or an empirical evaluation, such as case study, experiment, etc. Finally, the paper would conclude

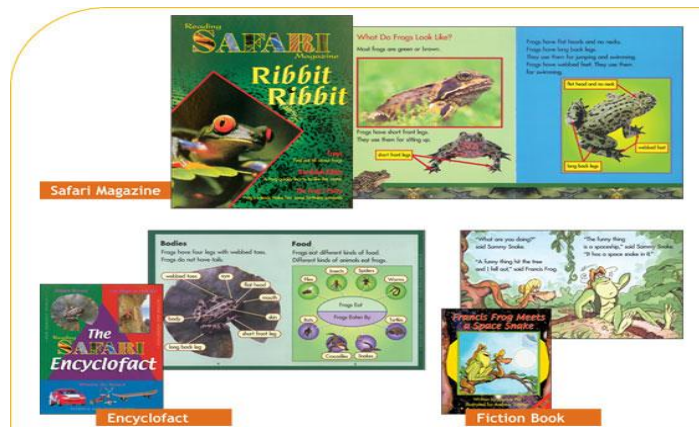
with a recapitulation, including a discussion of the primary contributions. A paper would also discuss related work to some degree. Papers are often repetitive because they present information at different levels of detail and from different perspectives. As a result, it may be desirable to read the paper out-of-order or to skip certain sections.



Parameters

Before start understanding how to read a paper, one needs to start at the beginning with a few following preliminaries:

- [A] How are papers organized?
- [B] Do all papers conform to one single standardized format?
- [C] How does one prepare to read a paper, particularly in an area not so familiar?
- [D] What difficulties one can expect?



[A] How are papers organized?

In most scientific or other journals, papers almost follow a standard format. They are divided into several sections, and each section serves a specific purpose in the paper. Let us first briefly describe the standard format.

A paper begins with a short **Abstract or Summary**. Generally, it gives a brief background to the title of the paper; describes concisely the major findings of the paper; and relates these findings to the field of study.

The next section of the paper is the **Introduction**. As its name implies, this section presents the background knowledge necessary for the reader to understand why the findings of the paper are an advance on the knowledge in the field. Typically, the Introduction describes first the accepted state of knowledge in a specialized field; then it focuses more specifically on a particular aspect, usually describing a finding or set of findings that led directly to the work described in the paper. If the authors are testing a hypothesis, the source of that hypothesis is spelled out, and findings are given. Papers more descriptive or comparative in nature may begin with an introduction to an area which interests the authors, or the need for a broader database.

The next section in most papers is the **Materials and Methods** or **Research Methodology**. In some journals this section is the last one. Its purpose is to describe the materials used in the experiments and the methods by which the experiments were carried out. In principle, this description should be detailed enough to allow other researchers to replicate the work. In general the practice is that, these descriptions are often highly compressed, and they often refer back to previous papers by the authors.

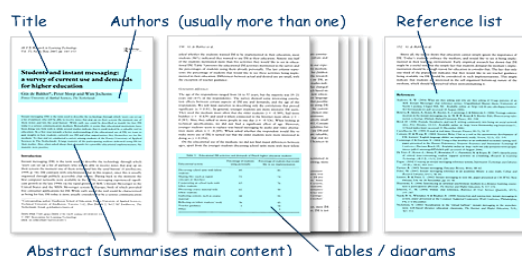
The third section is usually **Results**. This section describes the experiments and the reasons they were done. Generally, the logic of the Results section follows directly from that of the Introduction. That is, the Introduction poses the questions addressed in the early part of Results. Beyond this point, the organization of Results differs from one paper to another. In some papers, the results are presented without extensive discussion, which is reserved for the following section. This is appropriate when the data in the early parts do not need to be interpreted extensively to understand why the later experiments were done. In other papers, results are given, and then they are interpreted, perhaps taken

together with other findings not in the paper, so as to give the logical basis for later experiments.

The fourth section is the **Discussion**. This section serves multiple purposes. First, the data in the paper are interpreted; any limitations to the interpretations would be acknowledged, and fact would clearly be separated from speculation. Second, the findings of the paper are related to other findings in the field. This serves to show how the findings contribute to knowledge, or correct the errors of previous work(s). As stated, some of these logical arguments are often found in the Results when it is necessary to clarify why later experiments were carried out.

Finally, papers usually have a short **Acknowledgements** section, in which various contributions of other workers are recognized and then, followed by a **Reference** list giving references to papers and other works cited in the text.

Papers also contain several **Figures** and **Tables**. These contain data described in the paper. The figures and tables also have legends, whose purpose is to give details of the particular experiment or experiments shown there.



[B] Do all papers conform to one single standardized format?

In most of the journals, the above format is followed. Occasionally, the Results and Discussion are combined, in cases in which the data need extensive discussion to allow the reader to follow the train of logic developed in the course of the research. In certain older papers, the Summary was given at the end of the paper.

The formats for two widely-read scientific journals, *Science* and *Nature*, differ markedly from the above outline. These journals reach a wide range of audience, and many authors wish to publish in them; accordingly, the space limitations

on the papers are severe, and the prose is usually highly compressed. In both journals, there are no discrete sections, except for a short abstract and a reference list. In *Science*, the abstract is self-contained; in *Nature*, the abstract also serves as a brief introduction to the paper. Experimental details are usually given either in endnotes (for *Science*) or Figure and Table legends and a short Methods section (in *Nature*). Authors often try to circumvent length limitations by putting as much material as possible in these places. In addition, a common practice is to put a substantial fraction of the less-important material, and much of the methodology, into Supplemental Data that can be accessed online at any later time.

In response to the pressure to edit and make the paper short and concise, most of the authors choose to condense or, more typically, omit the logical connections that would make the flow of the paper easy. In addition, much of the background that would make the paper accessible to a wider audience is condensed or omitted, so that the less-informed reader has to consult a review article or previous papers to make sense of what the issues are and why they are important.



[C] How does one prepare to read a paper?

Though it is highly tempting to read the paper straight through as one would do with most text, it is more efficient to organize the way one reads. Generally, one first reads the Abstract in order to understand the major points of the work. The extent of background assumed by different authors, and allowed by the journal, also varies as just indicated above.

One most and extremely useful habit in reading a paper is to read the Title and the Abstract and, before going on, review in one's mind what one knows about the topic. This serves several useful purposes. First, it clarifies whether one in fact knows enough

background to appreciate the paper. If not, one might choose to read the background in a review or textbook, as appropriate/applicable

Second, it refreshes one's memory about the topic. Third, and possibly most importantly, it helps a reader as he/she integrates the new information into one's previous knowledge about the topic. That is, it is used as a part of the self-education process that any professional must continue throughout his/her career.

If one is very familiar with the field, the Introduction can be skimmed and/or skipped. As stated above, the logical flow of most papers goes straight from the Introduction to Results; accordingly, the paper should be read in that way as well, skipping Materials and Methods or Research Methodology and referring back to this section as needed to clarify what was actually done. A reader familiar with the field who is interested in a particular point given in the Abstract often skips directly to the relevant section of the Results, and from there to the Discussion for interpretation of the findings. This is easy to do if the paper is properly organized.

Many papers contain code phrases such as 'data not shown', 'unpublished data', 'preliminary data', etc., since they have connotations that are generally not explicit. In many papers, not all the experimental data are shown, but referred to by "(data not shown)". This is often for reasons of space; the practice is accepted when the authors have documented their competence to do the experiments properly (usually in previous papers). The other two phrases are "unpublished data" and "preliminary data". The former can either mean that the data are not of publishable quality or that the work is part of a larger story that will one day be published. The latter means different things to different people, but one connotation is that the experiment was done only once.



[D] What difficulties one can expect?

Several difficulties confront the reader, particularly one who is not familiar with the field. As discussed above, it may be necessary to bring one up to speed before beginning a paper, no matter how well written it is. Although some problems may lie in the reader, many are the fault of the writer.

One major or primary problem is that many papers are poorly written. Some scientists are poor writers. Many others do not enjoy writing, and do not take the time or effort to ensure that the prose is clear and logical. Also, the author is typically so familiar with the material that it is difficult to step back and see it from the point of view of a reader not familiar with the topic and for whom the paper is just another of a large stack of papers that need to be read.

Bad writing has several consequences for the reader. First, the logical connections are often left out. Instead of saying why an experiment was done, or what ideas were being tested, the experiment is simply described. Second, papers are often cluttered with a great deal of jargon. Third, the authors often do not provide a clear road-map through the paper; side issues and fine points are given equal air time with the main logical thread, and the reader loses this thread. In better writing, these side issues are relegated to Figure legends, Materials and Methods, or online Supplemental Material, or else clearly identified as side issues, so as not to distract the reader.

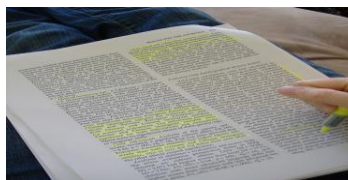
Another major difficulty arises when the reader seeks to understand just what the experiment was. All too often, authors refer back to previous papers; these refer in turn to previous papers in a long chain. Often that chain ends in a paper that describes several methods, and it is unclear which was used. Or

the chain ends in a journal with severe space limitations, and the description is so compressed as to be unclear. More often, the descriptions are simply not well-written, so that it is ambiguous what was done.

Other typical difficulties arise when the authors are uncritical about their experiments; if they firmly believe a particular model, they may not be open-minded about other possibilities. These may not be tested experimentally, and may even go unmentioned in the Discussion. Still another related problem is that many authors do not clearly distinguish between fact and speculation, especially in the Discussion. This makes it difficult for the reader to know how well-established the “facts” under discussion are.

One final problem arises from the sociology of science. Many authors are over ambitious and wish to publish in trendy/modern journals. As a consequence, they overstate the importance of their findings, or put a speculation into the title in a way that makes it sound like a well-established finding. Another example of this approach is the "Assertive Sentence Title", which presents a major conclusion of the paper as a declarative sentence. In recent times, this trend is becoming prevalent. It's not so bad when the assertive sentence is well-documented; but quite often such assertive sentence is nothing more than a speculation and the hasty reader may well conclude that the issue is settled when it isn't. This practice as far as possible may be avoided.

These last factors represent the public relations side of a competitive field. This behavior is understandable, if not praiseworthy. But when the authors mislead the reader as to what is firmly established and what is speculation, it is hard, especially for the novice, to know what is settled and what is not.



Conclusion

The aim of reading a research paper varies depending upon the necessities of the reader. But it has to be borne in mind , whatever

be type of the reader, that one has to be familiar with the standard format of any research paper and has to have some correct prospective while reading the paper. At end of the day, the author serves the community provided the reader gets what he/she wants.

READING TIPS!

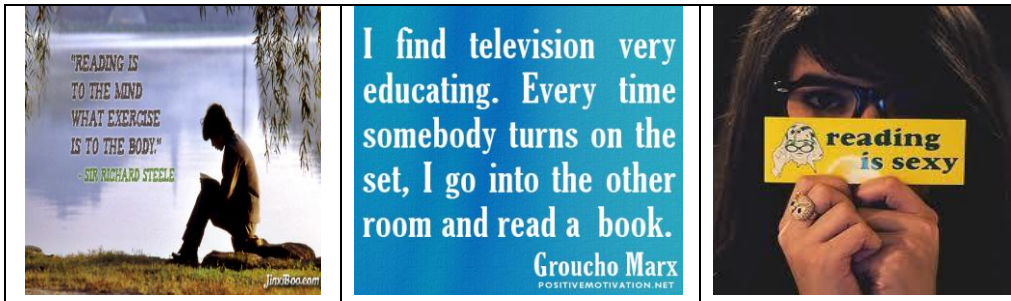
1. *Don't Read A-Z!*
2. *Scan Contents!*
3. *Ignore Rubbish!*
4. *Zoom In!*
5. *Find It?*
6. *Click 'Article URL'!*
7. *Then Read!*
8. *Explore the Resources!*
9. *Reflect Your Learning!*
10. *Let's Reflect Together!*



Some Tips

1. Read the Abstract. It consists of a brief summary of the research questions and methods. It may also state the findings. Because it is short and often written in dense psychological language, you may need to read it a couple of times. Try to restate the abstract in your own nontechnical language.
2. Read the Introduction. This is the beginning of the article, appearing first after the Abstract. This contains information about the authors' interest in the research, why they chose the topic, their hypothesis, and methods. This part also sets out the operational definitions of variables.
3. Read the Discussion section. Skip over the Methods section for the time being. The Discussion section will explain the main findings in great detail and discuss any methodological problems or flaws that the researchers discovered.
4. Read the Methods section. Now that you know the results and what the researchers claim the results mean, you are prepared to read about the Methods. This section explains the type of research and the techniques and assessment instruments used. If the research utilized self-reports and questionnaires, the questions and statements used may be set out either in this section or in an appendix that appears at the end of the report.
5. Read the Results section. This is the most technically challenging part of a research report. But you already know the findings (from reading about them in the Discussion section). This section explains the statistical analyses that led the authors to their conclusions. It will test your knowledge of statistics, as well as research terms such as correlation coefficient, dependent and independent variables, interaction, and interrater reliability, etc.
6. Read the Conclusion. The last section of the report (before any appendices) summarizes the findings, but, more important for social research, it sets out what the researchers think is the value of their research for real-life application and for public

policy. This section often contains suggestions for future research, including issues that the researchers became aware of in the course of the study. Following the conclusions are appendices, usually tables of findings, presentations of questions and statements used in self-reports and questionnaires, and samples of forms/formats used.



"I divide all readers into two classes; those who read to remember and those who read to forget."
William Lyon Phelps

Research Paper

PUBLISHING A

Research Paper

A Panoramic View

THE PROBLEMS OF EVALUATION

Chapter 3

Ms R Amutha



Narrates the criteria of evaluation and nuances of evaluation of each components of a standard research paper. Also lists some important acceptable as well as unacceptable practices in the process of evaluation.

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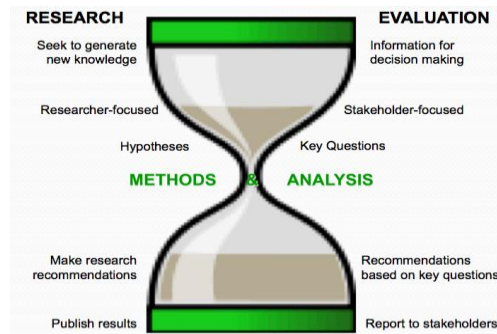
How to evaluate a Research Paper

KEYWORDS

Chapter – 3 :: Evaluating a Research Paper

Factoids
Descriptive research
Implicit assumptions
Limitations
Desirable and undesirable practices
Comparative research
Analytical research
Epistemological issue





HOW TO EVALUATE A RESEARCH PAPER



Introduction

Good research reflects a sincere desire to determine what is overall true, based on all available information; as opposed to bad research that starts with a conclusion and identifies supporting *factoids* (individual facts taken out of context). A good research document empowers readers to reach their own conclusions by including:

- A well-defined question.
- Description of the context and existing information about an issue.
- Consideration of various perspectives.
- Presentation of evidence, with data and analysis in a format that can be replicated by others.
- Discussion of critical assumptions, contrary findings, and alternative interpretations.
- Cautious conclusions and discussion of their implications.
- Adequate references, including original sources, alternative perspectives, and criticism.



Criteria for Evaluation

A thorough understanding and evaluation of a paper involves answering several questions:

- What questions does the paper address?
- What are the main conclusions of the paper?
- What evidence supports those conclusions?
- Do the data actually support the conclusions?
- What is the quality of the evidence?
- Why are the conclusions important?



[A] What questions does the paper address?

Before addressing this question, one needs to be aware that research in Consumer Behaviour and Customer Relationship Management can be of several different types:

Type of research

Descriptive

Comparative

Analytical

Question asked:

What is there?
What do we see?

How does it
compare to other
organisms? Are
our findings
general?

How does it work?
What is the
mechanism?

Descriptive research often takes place in the early stages of our understanding of a system. We can't formulate hypotheses about how a system works, or what its interconnections are, until we know what is there. Typical descriptive approaches in Consumer Behaviour are behavioural pattern of a consumer and the reasoning thereof. In Customer Relationship Management, one could regard sustaining and managing the relationship of a customer as a descriptive endeavor.

Comparative research often takes place when we are asking how general a finding is. Is it specific to one particular country, or is it broadly applicable? A typical comparative approach would be comparing the behavioural pattern of a consumer in respect of a particular product from one country with that from the other countries in which that product is found. One example of this is the observation that the response/reaction for a particular product from a European consumer and an African consumer is similar in some aspects as well as different in some other aspects.

Analytical research generally takes place when we know enough to begin formulating hypotheses about how a system works, about how the parts are interconnected, and what the causal connections are. A typical analytical approach would be to devise two (or more) alternative hypotheses about how a system operates. These hypotheses would all be consistent with current knowledge about the system. Ideally, the approach would devise a set of experiments to distinguish among these hypotheses.

Being aware that not all papers have the same approach can orient a reader towards recognizing the major questions that a paper addresses.

What are these questions?

In a well-written paper, as described above, the Introduction generally goes from the general to the specific, eventually framing a question or set of questions. This is a good starting strategy. In addition, the results of experiments usually raise additional questions, which the authors may attempt to answer. These questions usually become evident only in the Results section.



"The good news is that it's not my problem."

[B] What are the main conclusions of the paper?

This question can often be answered in a preliminary way by studying the abstract of the paper. Here the authors highlight what they think are the key points. But, this is not enough, because abstracts often have severe space constraints; but it can serve as a starting point. Still, one needs to read the full paper with this question in mind.

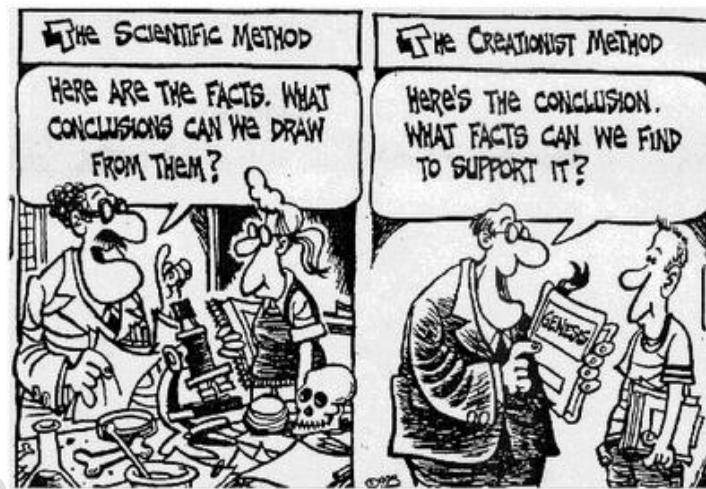


[C] What evidence supports those conclusions?

Generally, one can get a reasonably good idea about this from the Results section. The description of the findings points to the relevant tables and figures. This is easiest when there is one primary experiment to support a point. However, it is often the case that several different experiments or approaches combine to support a particular conclusion. For example, the first experiment might have several possible interpretations, and the later ones are designed to distinguish among these.

In the ideal case, the Discussion begins with a section of the form "Three lines of evidence provide support for the conclusion that..."

First, ...Second,... etc." However, difficulties can arise when the paper is poorly written. The author(s) often do not present a concise summary of this type, leaving the reader to make it himself/herself. It is always possible to argue that in such cases the logical structure of the argument is weak and is deliberately omitted. In any case, one needs to be sure that one does understand the relationship between the data and the conclusions.



[D] Do the data actually support the conclusions?

One major advantage of doing this is that it helps the reader to evaluate whether the conclusions are sound. If it is assumed for the moment that the data are believable, it still might be the case that the data do not actually support the conclusion the authors wish to reach. There are at least two different ways this can happen:

- a) The logical connection between the data and the interpretation is not sound
- b) There might be other interpretations that might be consistent with the data.

One important aspect to look for is whether the authors take multiple approaches to answering a question. Do they have multiple lines of evidence, from different directions, supporting their conclusions? If there is only one line of evidence, it is more likely that it could be interpreted in a different way; multiple approaches make the argument more persuasive.

Another thing to look for is implicit or hidden assumptions used by the authors in interpreting their data. This can be hard to do, unless you understand the field thoroughly. Only expert/specialist in a particular field should be able to judge.



[E] What is the quality of that evidence?

This is the hardest nut to crack, for novices and experts alike. At the same time, it is really a challenging one and one of the most important skills to learn as a young research scholar. It involves a major reorientation from being a relatively passive consumer of information and ideas to an active producer and critical evaluator of them. This is not easy and takes years to master. Beginning scientists often wonder, "Who am I to question these authorities? After all the paper was published in a top journal, so the authors must have a high standing, and the work must have received a critical review by experts." Unfortunately, that's not always the case. In any case, developing one's ability to evaluate evidence is one of the hardest and most important aspects of learning.



Here are some steps by which one can evaluate the evidence:

First Step

One has to understand thoroughly the methods used in the experiments. Often these are described poorly or not at all. The details are often missing, but more importantly the authors usually

assume that the reader has a general knowledge of common methods in the field. If there is lack of this knowledge, one has to make the extra effort to inform oneself about the basic methodology before one can evaluate the data. Sometimes you have to trace back the details of the methods if they are important. The increasing availability of journals on the Web has made this easier by obviating the need to find a hard-copy issue, e.g. in the library.

Second Step

One has to have the reasonable knowledge about the **limitations** of the methodology. Every method has limitations, and if the experiments are not done correctly they can't be interpreted.

Third Step

Here one has to distinguish between what the data show and what the authors say they show. The latter is really an interpretation on the authors' part, though it is generally not stated to be an interpretation. Papers usually state something like "the data in Fig. x show that ...". This is the authors' interpretation of the data. One need not interpret it the same way? One has to look carefully at the data to ensure that they really do show what the authors say they do. One can only do this effectively if one understands the methods and their limitations.

Fouth Step

It is always helpful to look at the original journal, or its electronic counterpart, instead of a photocopy. Particularly for half-tone figures, the contrast is distorted, usually increased, by photocopying, so that the data are misrepresented.

Fifth Step

One should ask and look for if the proper controls are present. Controls tell the reader that nature is behaving the way we expect it to under the conditions of the experiment. If the controls are missing, it is harder to be confident that the results really show what is happening in the experiment. One should try to develop the habit of asking "where are the controls?" and looking for them.

[F] Why are the conclusions important?

Do the conclusions make a significant advance in our knowledge? Do they lead to new insights, or even new research directions? Again, answering these questions requires the thorough understanding of the field and critical ability to analyze the intricate issues presented in the paper.



Some Guidelines

Research quality is an *epistemological* issue (related to the study of knowledge). It is important to librarians (who manage information resources), scientists and analysts (who create reliable information), decision-makers (who apply information), jurists (who judge people on evidence) and journalists (who disseminate information to a broad audience). These fields have professional guidance to help maintain quality research. This has become increasingly important as the Internet makes unfiltered information more easily available to a general audience. Guidelines for good research are provided below:

1 Some of the Desirable Practices recommended

An ideal research paper:-

1. Attempts to fairly present all perspectives.
2. Provides context information suitable for the intended audience. This can be done with a literature review that summarizes current knowledge, or by referencing relevant documents or websites that offer a comprehensive and balanced overview.
3. Carefully defines research questions and their links to broader issues.
4. Provides data and analysis in a format that can be accessed and replicated by others. Quantitative data should be presented in tables and graphs, and available in database or spreadsheet form on request.
5. Discusses critical assumptions made in the analysis, such as to why a particular data set or analysis method is used or rejected.

Indicates how results change with different data and analysis.
Identifies contrary findings.

6. Presents results in ways that highlight critical findings. Graphs and examples are particularly helpful for this.
7. Discusses the logical links between research results, conclusions and implications. Discusses alternative interpretations, including those with which the researcher disagrees.
8. Describes analysis limitations and cautions. Does not exaggerate implications.
9. Is respectful to people with other perspectives.
10. Provides adequate references.
11. Indicates funding sources particularly any that may benefit from research results.

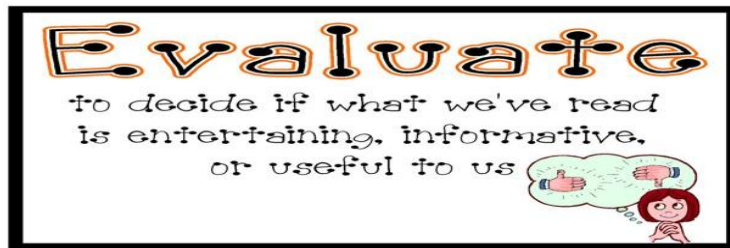
II Some of the Undesirable Practices to be avoided

1. Issues are defined in ideological terms. “Straw men” reflecting exaggerated or extreme perspectives are used to characterize a debate.
2. Research questions are designed to reach a particular conclusion.
3. Alternative perspectives or contrary findings are ignored or suppressed.
4. Data and analysis methods are biased.
5. Conclusions are based on faulty logic.
6. Limitations of analysis are ignored and the implications of results are exaggerated.
7. Key data and analysis details are unavailable for review by others.
8. Researchers are unqualified and unfamiliar with specialized issues.
9. People with differing perspectives are insulted and ridiculed.
10. Citations are primarily from special interest groups or popular media, rather than from peer reviewed professional and academic organizations.



Conclusion

While research papers contribute to the community in general, the well-judged and well-balanced evaluation endures the quality of the paper and enriches the value and utility of the paper.



"The most serious mistakes are not being made as a result of wrong answers. The truly dangerous thing is asking the wrong question"

Peter Drucker

Research Paper

PUBLISHING A

Research Paper

A Panoramic View

Chapter 4

M Mahalingam



Process of evaluating the information from several sources, viz print media, electronic, internet, government documents, journals, web portals, etc is comprehensively provided



Chapter 3.pdf

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Evaluating Information

KEYWORDS

Chapter – 4 :: Evaluating Information

Sources of information
Information age
Citation
Author credentials
Peer reviewed
Internet sources
Referenced information
Comprehensive resource
Web master
Website design

Who
wrote it?

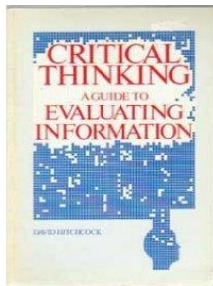
Is it
current?

Does it
provide
evidence /
have
authority?

Does it
match the
topic?



Evaluating Information



Introduction

Evaluating sources can be a complicated process. There is plenty of information available that is inaccurate, fraudulent, or biased. So it is important to determine if the sources you find are factual and verifiable.

Items in a library are generally easier to evaluate because they have already been reviewed twice by the time you see them: first, by an editor who verifies that the information is accurate, and then a librarian who determines whether the item is appropriate for the collection. Freely available Web sources usually do not pass through the same scrutiny or review, so you will need to look at these items more closely.

Often times, the type of research will dictate how thoroughly scholar's need to examine the sources. Therefore, one has to be less critical of information gathered for his own personal interests than for a paper. As it is obvious, academic research requires accurate and documented sources.

After completing this chapter, one should be able to:

- evaluate sources of information using the criteria discussed
- become familiar with ethics in the Information Age
- describe when to cite a source
- recognize the different parts of a citation
- realize that you must think critically in a world of information



[A] Checklist for evaluating Print Sources of Information

To determine if a print source is appropriate for your research, look at the following criteria:

Does the author have expertise to write on this topic?

Determine the expertise of authors by investigating what type of education they have, where they work, and what else they have written. To find this information, you might have to look in several places.

- Use a reference source at your library, such as *Who's Who*, to find reliable biographical information.
- Use a library catalog or periodical index or database to see if the author has written any other books or articles on the topic.
- Look on the dust jacket or preface of the book to find biographical data.

Is the information in this source up-to-date?

The accuracy of your source may be affected by the date it was published. Some ideas once believed to be true were later disproved by new discoveries. Fields such as medicine or law might require more time-sensitive information than others.

To locate a date and determine whether the information is current enough:

- Print items often have a publication date on the inside cover or title page.

- If the author uses facts or statistics from another source, make sure they are properly cited with the date. You may want to confirm this information in the original source.
- Check the library catalog or a library database to see if there is more recent information.

Does the publisher affect the information in the source?

Publishers may have their own agendas when they choose to publish books and magazines. For example, they may hire authors whose writing reflects the values of the publishing company. Your task is to identify the publisher of the source and determine whether its bias or policies influence the information. To help you decide, consider the following:

- When using a print source such as a magazine or journal article, see if that periodical has a mission statement or is peer reviewed.
- Do paid advertisements take up a significant portion of the source?

What do reviewers say about the source?

Since you can't be knowledgeable about every subject, you may need to rely on the opinions of analysts and experts. These people have read many articles and books in their field and often have practical experience. Though you may not agree with their conclusions, using their experience will help you evaluate your sources. To find reviews and criticism:

- Ask your instructors for their opinions about your choice of sources.
- Ask your librarian to help you identify the most appropriate database or reference source to find reviews.

Is the source appropriate for your research?

You and your instructor are the best people to determine if a source is appropriate for your assignment. Remember that all of your sources should contain well-supported arguments and valid research.

- Check how statistics and facts were collected and to whom they are attributed.
- Determine whether the source is an opinion piece.

- Judge whether the source is popular or scholarly. Make certain that you are using the appropriate type of source for your assignment.
- Bibliographies highlight the sources that influenced the author's work. Use the bibliography at the end of your source to find other related works.
- Consider all the information you have gathered about the author, publisher, and date, and determine whether the source is appropriate for your information needs.



[B] Checklist for evaluating Online Information

The more you practice evaluating Web sources the faster and easier it will become. Eventually you will see that it is second nature for you to think critically and scrutinize the source of your information. In the meantime, here's a checklist to assist you in evaluating web-based information.

Is it credible?

- Is the author of the page clearly identified? Do they have the credentials for writing about this topic?
- Is the author affiliated with an organization? If so what is the nature or purpose of this organization?
- Is there a link back to the organization's page or some other way to contact the organization and verify its credibility? (a physical address, phone number, or email address)
- Are the purposes of the page clear?
- Is it geared for a particular audience or level of expertise?
- Is the primary purpose to provide information? To sell a product? To make a political point? To have fun?
- Is the page part of an edited or peer-reviewed publication?
- Does the domain name provide you with clues about the source of the page?

Is it accurate?

- Are there obvious typographical or spelling errors?
- Based on what you already know or have just learned about this subject, does the information seem credible?
- Can factual information be verified?
- Is it a comprehensive resource or does it focus on a narrow range of information? Is it clear about its focus?
- Has the site been evaluated?

Is it timely?

- Is it clear when the information was published? Is it current?
- When the page was last updated?
- If there are links to other Web pages, are they current?

Is it objective?

- Is the source of factual information consistent and stated clearly?
- Does the page display a particular bias? Is it clear and forthcoming about its view of a particular subject?
- If the page contains advertisements, are the ads clearly distinguishable from the content of the information?

Does the site provide details that support the data?

- When facts or statistics are quoted, look to see whether their source is revealed.
- Is there a bibliography or other documentation to corroborate the information?

Tips for Evaluating Internet Sources

[These general tips are designed to help readers critically evaluate information, particularly from the Internet.]

- **Challenge** - Challenge information and demand accountability. Stand right up to the information and ask questions. Who says so? Why do they say so? Why was this information created? Why should I believe it? Why should I trust this source? How is it known to be true?
Is it the whole truth? Is the argument reasonable? Who supports it?

• **Adapt** - Adapt your skepticism and requirements for quality to fit the importance of the information and what is being claimed. Require more credibility and evidence for stronger claims. You are right to be a little skeptical of dramatic information or information that conflicts with commonly accepted ideas. The new information may be true, but you should require a robust amount of evidence from highly credible sources.

• **File** - File new information in your mind rather than immediately believing or disbelieving it. Do not jump to a conclusion or come to a decision too quickly. It is fine simply to remember that someone claims XYZ to be the case. Wait until more information comes in, you have time to think about the issue, and you gain more general knowledge.

• **Evaluate** - Evaluate and re-evaluate regularly. New information or changing circumstances will affect the accuracy and hence your evaluation of previous information. Recognize the dynamic, fluid nature of information. The saying, "Change is the only constant," applies to much information, especially in technology, science, medicine, and business.



Detailed Internet Information Evaluation Criteria

[Use these questions to critically evaluate Print and Web based information]

Accuracy or Credibility

Is the information provided based on proven facts?

Is it published in a scholarly or peer-reviewed publication?

Have you found similar information in a scholarly or peer-reviewed publication?

Author or Authority

Who is the author?

Is she or he affiliated with a reputable university or organization?

What is the author's educational background or experience?

What is their area of expertise?

Has the author published in scholarly or peer reviewed publications?

Does the author/Web master provide contact information?

Coverage or Relevance

Does the information covered meet your information needs?

Is the coverage basic or comprehensive?

Is there an "About Us" link that explains subject coverage?

How relevant is it to your research interests?

Currency

When was the information published?

When was the Web site last updated.

Is timeliness important to your information need?

Objectivity or Bias

How objective or biased is the information?

What do you know about who is publishing this information?

Is there a political, social or commercial agenda?

Does the information try to inform or persuade?

How balanced is the presentation on opposing perspectives?

What is the tone of language used (angry, sarcastic, balanced, and educated)?

Sources or Documentation

Is there a list of references or works cited?

Is there a bibliography?

Is there information provided to support statements of fact?

Can you contact the author or Web master to ask for, and receive, the sources used?

Publication and Website Design

How well designed is the Web site?

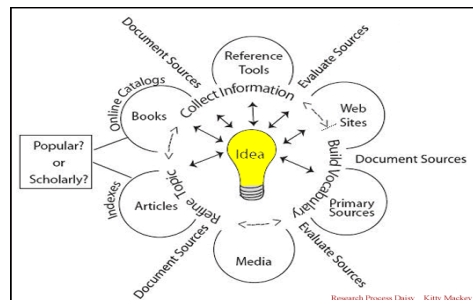
Is the information clearly focused?

How easy to use is the information?

How easy is it to find information within the publication or Web site?

Are the bibliographic references and links accurate, current, credible and relevant?

Are the contact addresses for the author(s) and Web master(s) available from the site?



[C] Professional Guidelines for Referenced Information

Professor Ann Forsyth offers the following guidelines to insure that referenced information is true to the content of the sources and allows readers to make independent judgments about the strength of evidence provided:

- *A work that only contains sources available on the internet is likely to give the reader the impression that a writer was not very energetic in his or her investigations.* Planning work often involves looking at physical sites, talking with people, examining historical evidence, using databases, and even understanding technical issues that are documented in reports that don't make their way onto the public internet. Students typically have free access to a large number of such technical documents such as journal articles, historical sources such as historical maps, and expensive databases such as business listings—they should use them.
- *Writers need sources for everything that is not common knowledge to readers or that is obviously the writer's own opinion.* It is not enough to say you found something in multiple places. You need to specifically cite those places.
- *Sources are needed for both the conceptual framework of the piece (e.g. levels of public space in squatter settlements, types of planning responses to disasters) and for the facts and figures you use to support your argument.* Sources are also typically needed for the methods you use to show that you are building on earlier work, even if modifying it in some way.
- *Use sources critically* in a way that respects the reader's needs to be able to judge evidence for herself or himself. Weave material about the source into the text:
"According to the XYZ housing advocacy organization...", "based on 150 interviews with clients of CDCs...", "reflecting 10 years of experience working with Russian immigrants". Saying "Harvard professor X claims that..." is not a strong source of evidence. Harvard professors have personal opinions. Readers typically deserve to be told about the evidence.
- *Not all sources are equal.* Better sources are published by reputable presses (e.g. University Presses), are refereed (blind reviewed articles), or are by reputable organizations. They cite sources and are clear about methods so readers can check their facts (see Booth et al. 2008, *The Craft of Research*, 77-79, for a terrific explanation of this point). Better sources use better methods overall. Of course a writer's own analysis can be a source and they should say that is the case and show, even if briefly, how they did the analysis and why their methods are strong.
- *Wikipedia, ask.com and other similar web sites are typically not appropriate final sources.* It is possible to start at Wikipedia but scroll straight to the bottom and look at its sources—they are often very useful. For many questions it is better still to use a professional or scholarly dictionary.

- *One source is frequently not enough*, particularly for controversial or complicated issues.

Better writers use multiple sources to allow the reader to see the balance of evidence.



Conclusion

Information obtained from whatever sources forms the major thrust for research activity. Identifying the reliable resources is an art and thereafter obtaining the more reliable information is vital for any research scholar. Though the exercise appears to be awesome at the beginning, but mere application and devotion would make the job most interesting and useful in the long run. Sincere dedication and highly focused approach are the main keys factors in this area.



PUBLISHING A

Research Paper

A Panoramic View

Chapter 5

Ms J Sridevi



"THAT'S IT? MONTHS OF STUDY, ENDLESS REPORTS, AND ALL WE COME UP WITH IS 'EVERYONE SHOULD STAY HOME MORE'?"

As the literature review makes the research direction more specific and definite, this chapter makes an attempt to throw some light as to how a research scholar should make use of information culled from the literature survey.

Silver Jubilee 2018 Publications

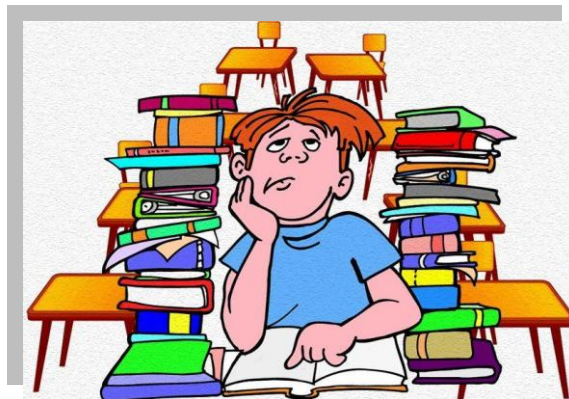


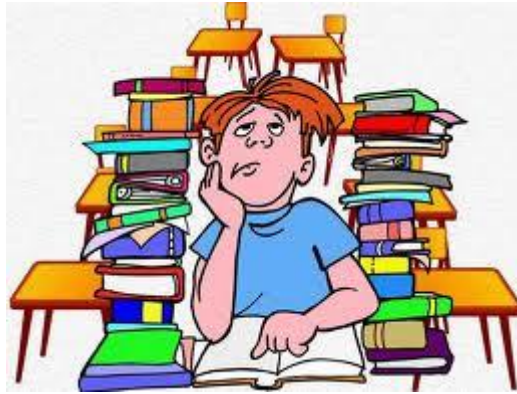
Research Paper vis-a-vis Survey of Literature

KEYWORDS

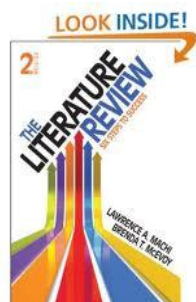
Chapter – 5 :: Research Paper vis a vis Survey of Literature

Literature review
Research direction
Historical review
Critical analysis
Review types
Methodological review
Literature gap
Literature search
Theoretical review
Reinvent the wheel
Integrative review





Research Paper *vis a vis* Survey of Literature



The Literature Search

The literature review is based on the assumption that knowledge accumulates, and that a scholar learns from and build on what others have done. A literature review is the effective evaluation of selected documents on a research topic. A review may form an essential part of the research process or may constitute a research project in itself. In the context of a research paper or thesis the literature review is a critical synthesis of previous research. The evaluation of the literature leads logically to the research question.

Probably, the following form the principal goals of a standard literature review:

- To demonstrate a familiarity with a body of knowledge and establish credibility. A good review increases the reader's confidence in the researcher's professional competence, ability, and background.
- To show the path of prior research and how a current project is linked to it.
- To integrate and summarize what is known in an area. Pulls together and synthesizes different results. Provides a taxonomy and indicates directions for future research.
- To learn from others and stimulate new ideas. Suggests hypotheses for testing. Helps other and future researchers to not "reinvent the wheel."

Types of Literature Reviews

The scope and nature of a literature review vary depending upon the purpose for which a scholar decides, viz whether for a research paper to be published in peer-reviewed research journal, a paper to be presented in a national/international conference/seminar or an exclusive chapter in the research thesis leading to PhD degree. Consider the following:

- Self-study reviews - increase reader's confidence in the researcher as well as the researcher's confidence in his/herself.
- Context reviews - place the current project in the big picture
- Historical reviews - trace the development of an issue over time
- Theoretical reviews - compare how different theories address an issue.
- Methodological reviews - point out how methodology varies by study.
- Integrative reviews - summarize what is known at a point in time.

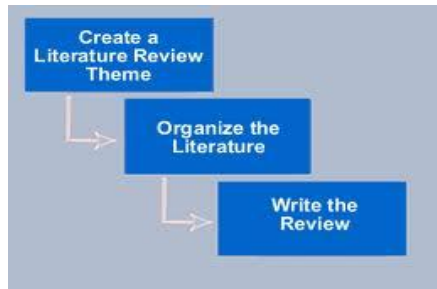
Writing the Literature Review

The purpose of the literature review is to document the state of the art with respect to a particular question or problem. The literature review is itself a research method. It takes raw data, for example, the annotated bibliography and converts it into information, possibly leading to a critical appraisal. Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles. The review is prose, not a list describing or summarizing one citation after another. Organize the review into sections that represent themes or sub-topics, or identify trends. A review may be a self-contained unit -- an end in itself -- or a preface to and rationale for engaging in primary research. A review is a required part of grant and research proposals and often a chapter in theses and dissertations. In a broader context Hart (1998) lists the following purposes of a review:

- Distinguishing what has been done from what needs to be done;
- Discovering important variables relevant to the topic;
- Synthesising and gaining a new perspective;
- Identifying relationships between ideas and practice;
- Establishing the context of the topic or problem;
- Rationalising the significance of the problem;
- Enhancing and acquiring the subject vocabulary;
- Understanding the structure of the subject;
- Relating ideas and theory to applications;

- Identifying methodologies and techniques that have been used;
- Placing the research in a historical context to show familiarity with state-of-the-art developments.

The above purposes are not ranked in order of importance. In many cases, there may be merging of purposes or different manifestations.



Some Meticulous Tips

Literature review should make the research direction more definite and specific, should serve a stimulus to the advance of the researcher's own thoughts and ideas, should become the basis for new knowledge acquisition. Literature review must present only highly relevant information; at the same time much of the acquired data will remain unused and behind the research brackets. Here are some pieces of advice how to organize the work with sources:

- Take notes conscientiously in order not to be confused with the ever-increasing portions of analyzed information as you read more and more with the course of your research.
- Work methodically, systematically and regularly in order not to be buried under the accumulated mountain of newly-acquired sources. Mind your deadlines.
- Read selectively in order not to waste your precious and limited research time. While getting acquainted with a new source, pay prime attention to the preface; scan the table of contents and the index; then read the promising sections.
- Be careful with the copyright and do not copy everything. You will need only the limited range of citations pertinent to your paper. Sometimes it is better to paraphrase the citation than to use it verbatim. It will launch your own creative thinking mechanism.
- Weave every piece of information coherently and cohesively into the overall research picture. Classify and compare your data to find interconnections.
- Be objective and critical while selecting research facts. Pay attention to their recent character and trustworthiness level.
- Mind historical, linguistic and psychological peculiarities of different texts. Do assume a wider frame of mind while approaching them. Resort to your tutor's help whenever necessary.
- Keep your review up to date. Monitor the new sources publication. Feel the science development pulse.

If you have a thousand sources and only one night, narrow the scope of your sources down to a few that are really important for your own research. They can be:

- works with obvious relevance to your topic;
- works frequently cited. Get familiar with the Science Citation Index, the Social Science Citation Index, the Arts and Humanities Citation Index.
- classics;
- primary and secondary sources;
- books with bibliographies.

Writing the introduction

In the introduction, one should:

- Define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.
- Point out overall trends in what has been published about the topic; or conflicts in theory, methodology, evidence, and conclusions; or gaps in research and scholarship; or a single problem or new perspective of immediate interest.
- Establish the writer's reason (point of view) for reviewing the literature; explain the criteria to be used in analyzing and comparing literature and the organization of the review (sequence); and, when necessary, state why certain literature is or is not included (scope).

Writing the body

In the body, one should:

- Group research studies and other types of literature (reviews, theoretical articles, case studies, etc.) according to common denominators such as qualitative versus quantitative approaches, conclusions of authors, specific purpose or objective, chronology, etc.
- Summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that space (length) denotes significance.
- Provide the reader with strong "umbrella" sentences at beginnings of paragraphs, "signposts" throughout, and brief "so what" summary sentences at intermediate points in the review to aid in understanding comparisons and analyses.

Writing the conclusion

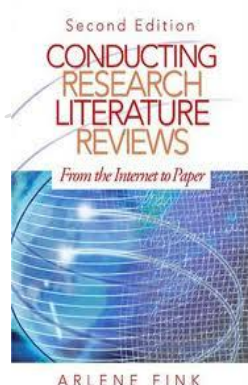
In the conclusion, one should:

- Summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.
- Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.
- Conclude by providing some insight into the relationship between the central topic of the literature review and a larger area of study such as a discipline, a scientific endeavor, or a profession.

Paper vis-a-vis Review

It is better for a scholar to understand and distinguish the role of literature review in a seasoned research article/paper and in an elaborate research study leading to PhD thesis. It is pertinent here to note that the scope and nature of a research paper and research thesis. Handling the 'literature review' section in a research paper is more precise and focussed rather than in a 'research thesis'. A scholar should know the general outline, as detailed below, of a research paper before contemplating writing a research paper:

- Title Page - authors' names and affiliation here; contact information for "corresponding" author
- Abstract; Keywords
- Introduction
- Review of the Literature
- The Current Study
- Methodology
- Results
- Analysis
- Discussion and / or Conclusion
- Directions for Future Research
- References and/or Endnotes
- Appendices



arch Paper

Planning to success

A scholar should plan well before start writing the review. A serious thought-process would take the scholar through the process of writing well. The following points would form a set of guidelines to a prospective scholar:

[A] Ask yourself general questions like these:

1. What is the **specific thesis, problem, or research question** that my literature review helps to define?
2. What **type** of literature review am I conducting? Am I looking at issues of theory? methodology? policy? quantitative research (e.g. on the effectiveness of a new procedure)? qualitative research (e.g., studies)?

3. What is the **scope** of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., nursing psychology, sociology, medicine)?
4. How good was my **information seeking**? Has my search been wide enough to ensure I've found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I've used appropriate for the length of my paper?
5. Have I **critically analysed** the literature I use? Do I follow through a set of concepts and questions, comparing items to each other in the ways they deal with them? Instead of just listing and summarizing items, do I assess them, discussing strengths and weaknesses?
6. Have I cited and discussed studies **contrary** to my perspective?
7. Will the reader find my literature review **relevant, appropriate, and useful**?

[B] Ask yourself questions about each book or article you include:

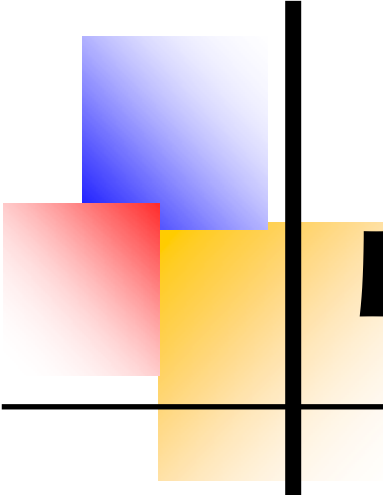
1. Has the author formulated a problem/issue?
2. Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?
3. Could the problem have been approached more effectively from another perspective?
4. What is the author's research orientation (e.g., interpretive, critical science, combination)?
5. What is the author's theoretical framework (e.g., psychological, developmental, feminist)?
6. What is the relationship between the theoretical and research perspectives?
7. Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions she or he does not agree with?
8. In a research study, how good are the basic components of the study design (e.g., population, intervention, outcome)? How accurate and valid are the measurements? Is the analysis of the data accurate and relevant to the research question? Are the conclusions validly based upon the data and analysis?
9. In material written for a popular readership, does the author use appeals to emotion, one-sided examples, or rhetorically-charged language and tone? Is there an objective basis to the reasoning, or is the author merely "proving" what he or she already believes?
10. How does the author structure the argument? Can you "deconstruct" the flow of the argument to see whether or where it breaks down logically (e.g., in establishing cause-effect relationships)?
11. In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for practice? What are the strengths and limitations?
12. How does this book or article relate to the specific thesis or question I am developing?

Conclusion

A literature review is a piece of discursive prose, not a list describing or summarizing one piece of literature after another.

It's usually a bad sign to see every paragraph beginning with the name of a researcher. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory. You are not trying to list all the material published, but to synthesize and evaluate it according to the guiding concept of your thesis or research question. If you are writing an annotated bibliography, you may need to summarize each item briefly, but should still follow through themes and concepts and do some critical assessment of material. Use an overall introduction and conclusion to state the scope of your coverage and to formulate the question, problem, or concept your chosen material illuminates. Usually you will have the option of grouping items into sections—this helps you indicate comparisons and relationships. You may be able to write a paragraph or so to introduce the focus of each section.





PUBLISHING A

Research Paper

A Panoramic View

Chapter 6

M Vijayakumar



Highlights the evolution of Impact Factor [IF] from 1950s, and discusses various types of IF and their calculation. Of- fers some criticism about the uses and misuses of IF by vari- ous organizations.

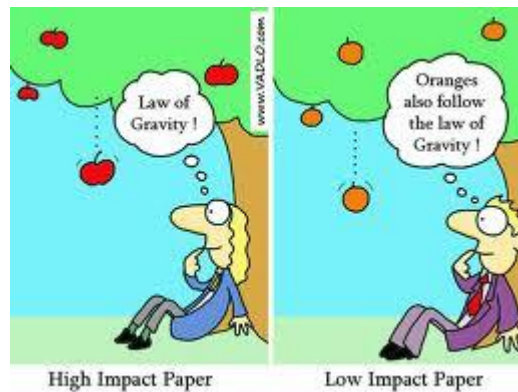
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KEYWORDS

Chapter – 6 :: Journal Impact Factor

Impact factor
Journal impact factor
Journal Citation Report
Citation indexing
Aggregate impact factors
Manual indexing
Science Citation Index
Cited-only Journal
Self-citation





JOURNAL IMPACT FACTORS

Introduction

It has become mandatory for academic research scholars to publish a minimum number of research papers in peer-reviewed national or international reputed journals having a reasonable Impact Factor [IF] or also known as Journal Impact Factor [JIF]. Journal Impact Factor is from Journal Citation Report (JCR), a product of Thomson ISI (Institute for Scientific Information). JCR provides quantitative tools for evaluating journals. The impact factor is one of these; it is a measure of the frequency with which the "average article" in a journal has been cited in a given period of time.



Historical Background of Citation Indexing

The concept behind citation indexing is fundamentally simple. By recognizing that the value of information is determined by those who use it, what better way to measure the quality of the work than by measuring the impact it makes on the community at large. The widest possible population within the scholarly community (i.e. anyone who uses or cites the source material) determines the

influence or impact of the idea and its originator on our body of knowledge. Because of its simplicity, one tends to forget that citation indexing is actually a fairly recent form of information management and retrieval.

There were three factors that led to the development of citation indexing back in the 1950's. With the huge influx of government dollars into research and development following World War II, the research community naturally began to publicly document its findings through the accepted channel of published scientific journal literature. The subsequent burgeoning of the literature created a need for a method of indexing and retrieval that would be more cost effective and efficient than the then-current model of human indexing of materials for subject specific indices. While the subtle judgements made by subject specialists were valuable in giving depth to a subject index, manual indexing was both a more time consuming process and labor intensive. Its costs increased in proportion to the growth of material to be indexed. So the need for a better way of managing information was the first factor.

The second factor was the growing dissatisfaction with the capacity of subject indexing to meet the needs of the active researcher. At this point in time, a subject index could have excessive lag times in adding materials to the indexes of the time; months could pass before researchers in one field would learn of published findings in some other field that had relevance to their own study. Furthermore, there were limitations to the subject indexing in terms of retrieval. Terminology appropriate to one specific discipline would not necessarily have meaning to researchers in another, perhaps overlapping, discipline. At the same time, scientists were recognizing that they had to be aware of, if not completely familiar with, work in a number of different subject disciplines in order to be confident that they had properly grounded the research through an appropriate review of the literature.

Along with this need was the hope that automation might hold the answers, the third and final factor in the development of citation indexing. Computerization in the 1950s was far removed from the desktop environment of today, but there was tremendous excitement over potential benefits to be derived from the application of machines to the generation and compilation of data. The U.S. government hoped that automation could mitigate or

even eliminate completely the difficulties of manual indexing. A number of projects were launched by the United States with the intention of investigating these possibilities.



Dr Eugene Garfield

Dr. Eugene Garfield, founder and now Chairman Emeritus of ISI® (now Thomson Reuters), was deeply involved in the research relating to machine generated indexes in the mid-1950's and early 1960's. One of his earliest points of involvement was a project sponsored by the Armed Forces Medical Library (predecessor to our current National Library of Medicine). The Welch Medical Library Indexing project, as it was called, was to investigate the role of automation in the organization and retrieval of medical literature. Garfield grasped early on that review articles in the journal literature were heavily reliant on the bibliographic citations that referred the reader to the original published source for the notable idea or concept. By capturing those citations, Garfield believed, the researcher could immediately get a view of the approach taken by another scientist to support an idea or methodology based on the sources that the published writer had consulted and cited as pertinent in the bibliography. As retrieval terms, citations could function as well as keywords and descriptors that were thoughtfully assigned by a professional indexer.

In the early 1960s, Eugene Garfield and Associates developed two pilot projects that would test the viability and efficiency of citation indexing. The first project involved the creation of a database that would index the citations of 5,000 chemical patents held by two private pharmaceutical companies. The referenced citations in this instance were to prior patents, the documentation sources that the government patent examiners were using to support a decision to grant or deny a patent. The connections that the patent citation index made were then analyzed with two comparable classifications and indexing systems that were currently being used by the participants. Based on this investigation and analysis, the project sponsors determined that

citation indexing permitted the retrieval of relevant literature across arbitrary classifications in a way that subject- oriented indexing could not.

While, at the time of the project's completion, the government sponsors chose not to subsidize the development of a national citation database, Eugene Garfield was encouraged to move ahead with the private publication of his multidisciplinary citation index as the first edition of the Science Citation Index (SCI). Available for purchase since 1963, the *SCI* then and now represents the most comprehensive citation index to the scientific journal literature. Today, the Web-based version of that index covers 5,600 journals across more than 150 scientific disciplines.

Garfield's achievement lay in establishing the utility and objectivity of a citation index in pulling up related papers in published literature that at first glance might not have seemed pertinent to the researcher's inquiry. Today, it is considered to be one of the most reliable of resources in tracing the development of an idea across the multitude of disciplines that are part of our body of scientific knowledge.



What is Impact Factor [IF]?

The *JCR* provides quantitative tools for ranking, evaluating, categorizing, and comparing journals. The impact factor is one of these; it is a measure of the frequency with which the "average article" in a journal has been cited in a particular year or period. The annual impact factor is a ratio between citations and recent citable items published. Thus, the impact factor of a journal is calculated by dividing the number of current year citations to the source items published in that journal during the previous two years. The journal Impact Factor is the average number of times articles from the journal published in the past two years have been cited in the JCR year. The Impact Factor is calculated by dividing the number of citations in the JCR year by the total number of articles published in the two previous years. An Impact Factor of

1.0 means that, *on average*, the articles published one or two year ago has been cited one time. An Impact Factor of 2.5 means that, on average, the articles published one or two year ago have been cited two and a half times. Citing articles may be from the same journal; most citing articles are from different journals. The impact factor is useful in clarifying the significance of absolute (or total) citation frequencies. It eliminates some of the bias of such counts which favor large journals over small ones, or frequently issued journals over less frequently issued ones, and of older journals over newer ones. Particularly in the latter case such journals have a larger citable body of literature than smaller or younger journals. All things being equal, the larger the number of previously published articles, the more often a journal will be cited.

Example [A]:

Impact Factor [IF] is calculated as follows:

No. of times articles published in 2010 & 2011 were cited in indexed Journals during the year 2012 = A

No. of articles, reviews, or notes published in 2010 & 2011 = B

Impact Factor for the year 2012 = A/B

If A = 150, B = 125, then IF [A/B] = $150 / 125 = 1.2$

Example [B]:

Impact Factor [IF] for 5 years is calculated as follows:

No. of times articles published in 2007, 2008, 2009, 2010 & 2011 [ie, last 5 years] were cited in indexed Journals during the year 2012 = A

No. of articles, reviews, or notes published in these 5 years as above = B

Impact Factor for the year 2012 = A/B

If A = 750, B = 625, then IF [A/B] = $750 / 625 = 1.2$

[**Note:** The 5-year Impact Factor is available only in JCR 2007 and subsequent years.]



Aggregate Impact Factors

This is somewhat a type of fine-tuned Impact Factor, ie., the aggregate Impact Factor is meant for a subject category. It is calculated in the same way as the Impact Factor of a Journal. But here, the number of citations to all journals in a particular category [for example, market research] and the number of articles from all these journals in that category are taken into account. An aggregate Impact Factor of 2.0 means that that, *on average*, the articles in a particular subject category [ie. market research] published one or two years ago have been cited twice.

Example [C]:

Aggregate Impact Factor [IF] is calculated as follows:

No. of times articles published in 2010 & 2011 were cited in indexed Journals in a particular category [market research] during the year 2012 = A

No. of articles, reviews, or notes published in these Journals for 2 years as above = B

Aggregate Impact Factor for the year 2012 = A/B

If A = 2250, B = 1950, then Aggregate IF [A/B] = 2250 / 1950 = 1.15

Cited-only Journals in the JCR

Some of the journals listed in the *JCR* are not citing journals, but are cited-only journals. This is significant when comparing journals by impact factor because the self-citations from a cited-only journal are not included in its impact factor calculation. Self-citations often represent about 13% of the citations that a journal receives. Users can identify cited-only journals by checking the *JCR* Citing Journal Listing. Furthermore, users can establish analogous impact factors, (excluding self-citations), for the journals they are evaluating using the data given in the Citing Journal Listing.

Calculation of Impact Factor revised to exclude self-citations:

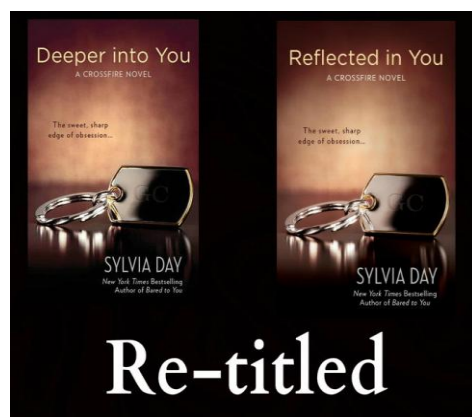
A = citations in 2012 to articles published in 2010 & 2011
 B = 2012 self-citations to articles published in 2010 & 2011
 C = A – B = Total citations excluding self-citations to recent articles
 D = No. of articles published in 2010 & 2011
 E = Revised Impact Factor = C / D
 [Earlier Impact Factor = A / D]

Example [D]:

Calculation of Impact Factors without self-citations.

Name of the Journals	JCR Impact Factor [A / D]	Cites in 2012 to 2010 & 2011 Articles A	Self-cites in 2012 to 2010 & 2011 Articles B	Minus Self-Cites C = (A- B)	Articles Published 1990-91 D	Revised Impact Factor E = C/D
Journal I	1.40	525	-	525	375	1.40
Journal II	1.48	775	55	720	525	1.37
Journal III	1.23	1075	95	980	875	1.12
Journal IV	1.15	2250	165	2085	1950	1.07
Journal V	1.10	675	85	590	615	0.96
Journal VI	1.20	1975	215	1760	1650	1.07

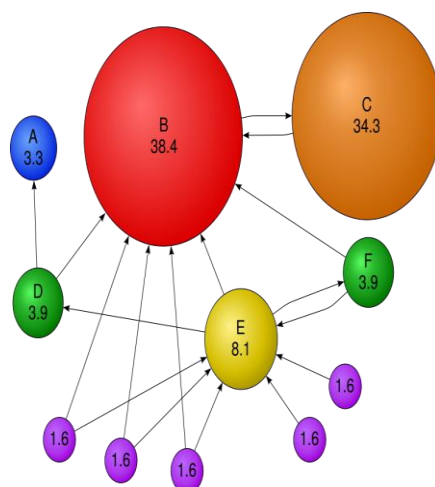
A comparison of JCR Impact Factors and Revised Impact Factors of these six sample Journals highlights the significant difference and tell-tales the fine-tuning of revised IF. These values alone will be considered when self-citations are excluded.



Title Change

A user's knowledge of the content and history of the journal studied is very important for appropriate interpretation of impact factors. Situations such as those mentioned above and others such as title change are very important, and often misunderstood.

A title change affects the impact factor for two years after the change is made. The old and new titles are not unified unless the titles are in the same position alphabetically. In the first year after the title change, the impact is not available for the new title unless the data for old and new can be unified. In the second year, the impact factor is split. The new title may rank lower than expected and the old title may rank higher than expected because only one year of source data is included in its calculation. Title changes for the current year and the previous year are listed in the *JCR* guide.



Calculation of Unified 2012 Impact Factor for Title Change

P = 2012 citations to articles published in 2010 & 2011 $[A1 + A2]$

P1 = for New Title
P2 = for Superseded Title

Q = No. of articles published in 2010 & 2011 [B1 + B2]

Q1 = for New Title
Q2 = for Superseded Title

R = Unified Impact Factor = P / Q

R1 = $P1 / Q1$ = JCR Factor for the New Title
R2 = $P2 / Q2$ = JCR Factor for the Superseded Title



Applications of Impact Factors

There have been many innovative applications of journal impact factors. The most common involve market research for publishers and others. But, primarily, *JCR* provides librarians, academic research scholars as well as professional researchers with a tool for the management of library journal collections. In market research, the impact factor provides quantitative evidence for editors and publishers for positioning their journals in relation to the competition—especially others in the same subject category, in a vertical rather than a horizontal or intradisciplinary comparison. *JCR* data may also serve advertisers interested in evaluating the potential of a specific journal.

Perhaps the most important and recent use of impact is in the process of academic evaluation. The impact factor can be used to provide a gross approximation of the prestige of journals in which individuals have been published. This is best done in conjunction with other considerations such as peer review, productivity, and subject specialty citation rates. As a tool for management of library journal collections, the impact factor supplies the library administrator with information about journals already in the collection and journals under consideration for acquisition. These data must also be combined with cost and circulation data to make rational decisions about purchases of journals.

The impact factor can be useful in all of these applications, provided the data are used sensibly. It is important to note that subjective methods can be used in evaluating journals as, for example, by interviews or questionnaires. In general, there is good agreement on the relative value of journals in the appropriate categories. However, the JCR makes possible the realization that many journals do not fit easily into established categories. Often, the only differentiation possible between two or three small journals of average impact is price or subjective judgments such as peer review.

Conclusion

Though the impact factor is found to be a very useful tool by academic fraternity for evaluation of journals, but it must be used very cautiously and discreetly. Considerations include the amount of review or other types of material published in a journal, variations between disciplines, and item-by-item impact. But, for junior research scholars, the Impact Factor of a Journal may be very useful in their research study.

Following Sources are duly acknowledged:

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http://admin-apps.webofknowledge.com/JCR/help/h_impfact.htm
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(Reprinted in *Current Contents* #2, p.3, January 12, 1987)

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Current Contents, #2, p.3, January 12, 1987

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[Annals of Internal Medicine 105\(2\):313-20, 1986.](http://www.garfield.library.upenn.edu/essays/v10p007y1987.pdf)

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Adapted from the presentation at [Council of Scientific Editors' Annual Meeting, May 9, 2000.](#)
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Occupational Medicine (Oxford) 49:(8) 571, November 1999.
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"Impact factors, are useful in establishing the influence journals have within the literature of a discipline."

Research Paper

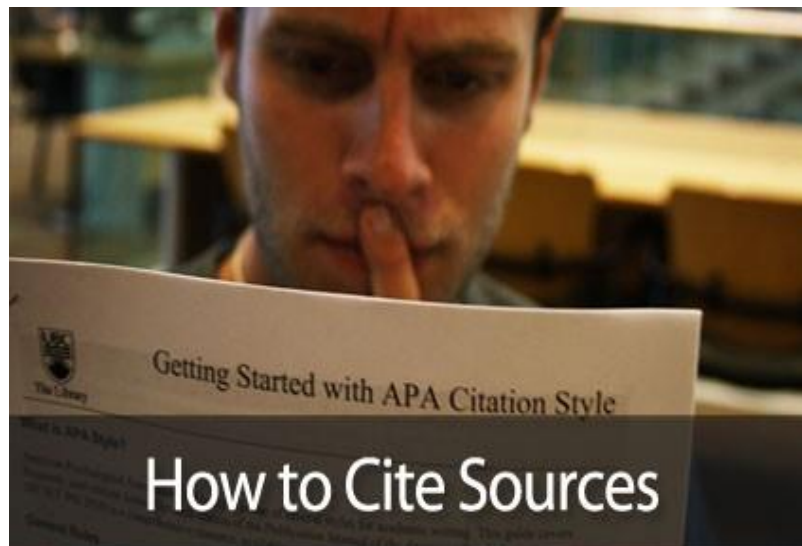
PUBLISHING A

Research Paper

A Panoramic View

Chapter 7

Ms S Nirmala Sugirtha Rajini



Lists and narrates various citation styles used by academic fraternity and their distinguishing features. Details the needs and ranges of citation styles. Also lists several citation tools available in the web.

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KEYWORDS

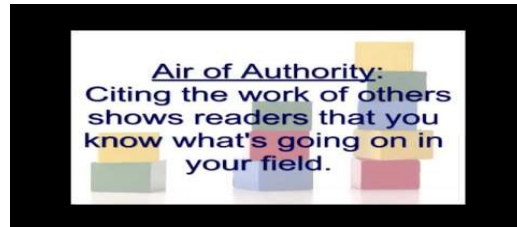
Chapter – 7 :: Citation Styles

Citation styles
Parenthetical citation
APA style
MLA style
Chicago style
Citation tools
Bibliographic citations
Citation style format
In-text citation





Citation Styles



Introduction

Whenever you quote or base your ideas on another person's work, you must document the source you used. Even when you do not quote directly from another work, if reading that source contributed to the ideas presented in your paper, you must give the authors proper credit.

Citations allow readers to locate and further explore the sources you consulted, show the depth and scope of your research, and give credit to authors for their ideas. Citations provide evidence for your arguments and add credibility to your work by demonstrating that you have sought out and considered a variety of resources. In written academic work, citing sources is standard practice and shows that you are responding to this person, agreeing with that person, and adding something of your own. Think of documenting your sources as providing a trail for your reader to follow to see the research you performed and discover what led you to your original contribution.



What Needs to be Cited

Whenever you quote, paraphrase, summarize, or otherwise refer to the work of another, you must cite the source using either a parenthetical citation, footnote, or endnote. In addition, a bibliography or list of works cited, is almost always placed at the end of your paper.

Parenthetical citations (also referred to as "in-text citations") are abbreviated citations that direct readers to the full bibliographic citations listed in your works cited. In most cases, parenthetical citations include the author's last name and the page number for the information cited.

Footnotes and endnotes contain full bibliographic citations for the first time a source is cited and abbreviated citations (author's last name and page number) for each successive citation. The primary difference between footnotes and endnotes is that footnotes are placed numerically at the foot of the same page where the references are made, while endnotes are placed numerically at the end of the essay on a separate page entitled Endnotes or Notes.

The precise format of your citations depends on which citation style you use.



Range of Citation styles

Citation styles differ mostly in the location, order, and syntax of information about references. The number and diversity of citation

styles reflect different priorities with respect to concision, readability, dates, authors, publications, and, of course, style.

A scholar may also wish to distribute examples of plagiarism and legitimate citation, and then go over the differences together. This will clarify some of the common misconceptions about plagiarism and reduce the likelihood of "honest mistakes," while at the same time showing how serious one is about the issue.

There are also two major divisions within most citation styles: documentary-note style and parenthetical style. Documentary-note style is the standard form of documenting sources. It involves using either footnotes or endnotes, so that information about your sources is readily available to your readers but does not interfere with their reading of your work.

Professor Scott asserts that "environmental reform in Alaska in the 1970s accelerated rapidly as a pipeline expansion." (Scott 1999,23)

This is generally considered an abbreviated form of citation, and it does not require footnotes or endnotes, although it does require the equivalent of a "Works Cited" page at the end of the paper. It is easier to write, but might interfere with how smoothly one's work reads.

With so many different citation styles, how does a scholar know which one is right for his paper? It is strongly recommended that the scholar consults the research supervisor. There are several factors which go into determining the appropriate citation style, including discipline, academic expectations (papers intended for publication might be subject to different standards than mid-term papers), and the research aims of an assignment, and the individual preference of the supervisor.



**Any idea that is
not yours
Must be
cited.
It doesn't matter if
your info comes from
a book, website, or
your Aunt Matilda;
cite your source!**

How does a scholar cite sources?

Citations within the text link specific passages to the sources scholar consulted or quoted. This can be done through in-text parenthetical notes, footnotes, or endnotes. In addition, a bibliography or list of works cited is almost always placed at the end of a paper. The citation system and format one uses will be determined by the citation style chosen.

Following are the three major styles used in the humanities, social sciences, and some scientific disciplines:

- APA Style Guide
From the American Psychological Association. Often preferred in the fields of psychology and many other social sciences.
- MLA Style Guide
From the Modern Language Association of America. Often preferred in the fields of literature, arts, humanities, and in some other disciplines.
- Chicago Style Guide
From the University of Chicago Press. Often preferred in history and many other disciplines. ("Turabian" style derives from this and is similar to it in many ways).

How do you choose a style?

Supervisor would suggest which style sheet he or she wishes the scholar to use and if there are other special formatting instructions one should follow.

How do you find the complete style manuals?

For further questions or citations or clarifications, please consult one of the following official style manuals.

APA Style

Publication Manual of the American Psychological Association. 6th ed. Washington, DC: American Psychological Association, 2010.
American Psychological Association's style guide FAQ

MLA Style

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association of America, 2009A somewhat simplified guide, adequate for undergraduate and most other research papers.

MLA Style Manual and Guide to Scholarly Publishing. 3rd ed. New York: Modern Language Association of America, 2008. For graduate students, scholars, and professional writers (more depth on copyright, legal issues, and writing theses, dissertations, and scholarly publishing).

Chicago Style

The Chicago Manual of Style Online. 16th ed., 2010 (UCB access only)
The Chicago Manual of Style. 15th ed. Chicago: University of Chicago Press, 2003



Citation Tools

Citation tools, or bibliographic citation managers, allow you to collect and store citations for books and articles found in library catalogs and databases. Some citation tools can be integrated with word processing applications (like Microsoft Word) to automatically generate in-text citations and bibliographies in whatever citation format you specify. Citation tools help you better manage your research sources and save you a lot of time when writing your papers.

EndNote Web [www.myendnoteweb.com]

Web-based bibliographic citation manager available through Web of Knowledge that allows researchers to store and organize references imported from databases and automatically generate formatted bibliographies. Registration is required. If you already have a Web of Knowledge account, you can use the same login to access EndNote Web.

Zotero [www.zotero.org]

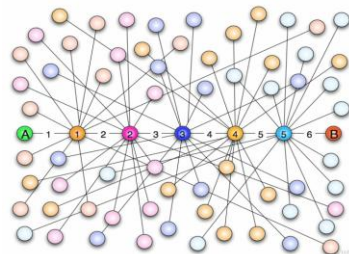
A free, easy-to-use Firefox extension to help you collect, manage, and cite your research sources. Zotero offers an easy way to collect, tag, and share citations simply by clicking a button in your web browser.

KnightCite [www.calvin.edu/library/knightcite/index.php]

KnightCite is a free online citation generator. Simply enter information about the item you want to cite (author, title, publisher, etc.) and KnightCite will automatically generate a properly formatted citation in the style you choose (MLA, APA, or Chicago). Registered users can save and order lists of citations for a bibliography and export them into a Microsoft Word document.

Citation Machine [<http://citationmachine.net>]

Citation Machine is free online citation generator. Users can enter information about the source they need to cite (author, title, publisher, etc.) and Citation Machine will automatically generate standard bibliographic and in-text citations in the style of their choice (MLA, APA, Turabian, or Chicago).



Conclusion

Citation is an important part of the research process because ...

1. It allows others to identify and locate the materials used in your work. Many readers rely on citations and footnotes to identify other relevant literature on a topic.
2. It demonstrates the depth of your research showing that you have read and engaged the relevant literature on your topic. This indicates that you have an informed understanding of your subject and enhances the credibility of your findings.

3. It allows you to give proper credit for the ideas of others and avoid plagiarism. Plagiarism refers to the process of copying the work of others and submitting it as one's own.
4. This site provides a pdf document with a side-by-side comparison of APA, MLA, and CMS styles.



Research Paper

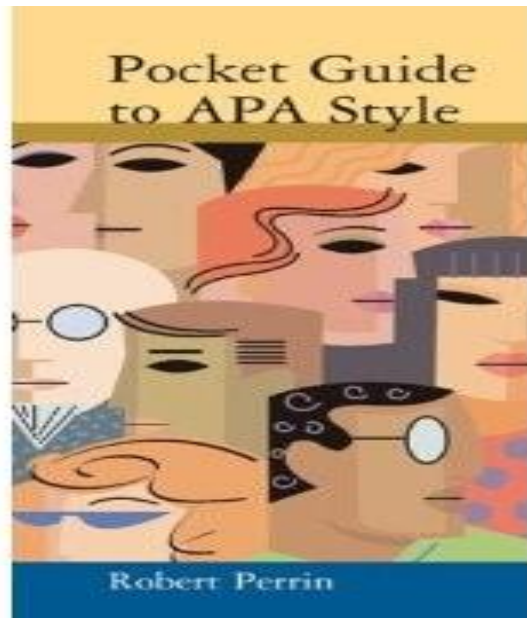
PUBLISHING A

Research Paper

A Panoramic View

Chapter 8

Ms M Radhikaa Shree



Narrates, in details, several methods of quotation [both direct and indirect] and also provides innumerable examples, with illustrations, about citing several sources, viz print, elec tronic, web, etc.

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KEYWORDS

Chapter – 8 :: APA Citation Style

Signal phrases
Direct quotations
Indirect quotations
Non-electronic sources
Reference list
Electronic sources
Signaling verbs
Hanging indentation
Block quotation



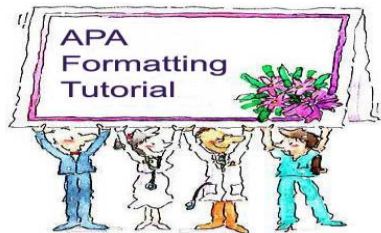
CITATION STYLES:



American
Psychological
Association



APA CITATION STYLE An Annotated Guide



Introduction

This article provides a basic introduction to the APA citation style. It is based on the 6th edition of the *Publication Manual of the American Psychological Association* published in 2010 (2009).

The *Publication Manual* is generally used for academic writing in the social sciences. The manual itself covers many aspects of research writing including selecting a topic, evaluating sources, taking notes, plagiarism, the mechanics of writing, the format of the research paper as well as the way to cite sources.

This guide provides basic explanations and examples for the most common types of citations used by research scholars. For additional information and examples, refer to the *Publication Manual*.

Signal Phrases to Contextualize

Never--NEVER--simply use a quotation into your text without indicating why it's there in some way. The easiest way to incorporate quotations gracefully is with "signal phrases," which serve to link the quotation with your sentences and to name the author of the quoted material.

There are many "signaling verbs" one can use in a signal phrase:

acknowledges	concludes	emphasizes	replies
agrees	concurs	observes	responds
asserts	describes	offers	suggests
claims	disagrees	remarks	writes

[a] Use signal phrases to introduce quotations which support your view:

Body modification appears to be universal among human species, perhaps due to the nature of the human body itself. As Germaine Greer writes, "Humans are the only animals which can consciously and deliberately change their appearance according to their own whims"

[b] Which extend an argument you make:

Many more mundane elements of our social life can be thought of as body modification rituals. For instance, as Greer argues, "Fashion, because it is beyond logic, is deeply revealing"

[c] Or which you wish to challenge:

While Greer argues that "beautification and mutilation are the same activity", I wish to suggest that some body modifications should be clearly seen and judged to be harmful and cruel by civilized societies--in effect, that beautification and mutilation must be kept separate.

[A] Direct Quotations

As a research author/writer/scholar, you may have to rely/refer to many information/views/opinions that are already available and you have, in fact, clearly identified them during survey of literature. All these may have to be used/quoted in your study/paper to support/enrich your work. These quotations are to be carefully cited and documented in your paper enabling the readers to retrieve them, if necessary. Direct quotations allow you to acknowledge a source within your text by providing a reference to exactly where in that source you found the information. The reader can then follow up on the complete reference in the Reference List page at the end of your paper.

- Quotations of usually less than 40 words should be incorporated in the text and enclosed with double quotation marks. Provide the author, publication year and a page number. Following two examples may be distinguished and appreciated.

She stated, "The 'placebo effect,' ...disappeared when behaviors were studied in this manner" (Miele, 1993, p. 276), but he did not clarify which behaviors were studied.

[Quotation, truncated, ends within the sentence; page number immediately after the year]

Miele (1993) found that "the 'placebo effect,' which had been verified in previous studies, disappeared when [only the first group's] behaviors were studied in this manner" (p. 276).

[Quotation, in full, closes at the end of the sentence; page number at the end]

- When making a quotation of more than 40 words use a free-standing "block quotation" on a new line, indented five spaces and

omit quotation marks. Quotation may consist of two or more sentences.

Miele (1993) found the following:

The "placebo effect," which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited, even when real [sic] drugs were administered. Earlier studies were clearly premature in attributing the results to a placebo effect. (p. 276).

[page number at the end]

- For electronic sources such as Web pages, provide a reference to the author, the year and the page number (if it is a PDF document), the paragraph number if visible or a heading followed by the paragraph number.

"The current system of managed care and the current approach to defining empirically supported treatments are shortsighted" (Beutler, 2000, Conclusion section, ¶ 1)
[Note how para number is cited]

[B] Indirect Quotations

Some times, you may have to make use of other's view/opinion, without using the author's original words. When using your own words to refer indirectly to another author's work, you must identify the original source. A complete reference must appear in the Reference List at the end of your paper.

- In most cases, providing the author's last name and the publication year are sufficient:

Smith (1997) compared reaction times...

Within a paragraph; you need not include the year in subsequent references.

Smith (1997) compared reaction times. Smith also found that...

- If there are two authors, include the last name of each and the publication year:

...as James and Ryerson (1999) demonstrated...

...as has been shown (James and Ryerson, 1999)...

- If there are three to five authors, cite all authors the first time; in subsequent citations, include only the last name of the first author followed by "et al." and the year:

Williams, Jones, Smith, Bradner, and Torrington (1983) found...
Williams *et al.* (1983) also noticed that...

- The names of groups that serve as authors (e.g. corporations, associations, government agencies, and study groups) are usually spelled out each time they appear in a text citation. If it will not cause confusion for the reader, names may be abbreviated thereafter:

First citation: (National Institute of Mental Health [NIMH], 1999)
Subsequent citations: (NIMH, 1999)

- To cite a specific part of a source, indicate the page, chapter, figure, table or equation at the appropriate point in the text:

(Czapiewski & Ruby, 1995, p. 10)
(Wilmarth, 1980, Chapter 3)

- For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the ¶ symbol or abbreviation para. If neither is visible, cite the heading and the number of the paragraph following it to direct the reader to the quoted material.

(Myers, 2000, ¶ 5)
(Beutler, 2000, Conclusion section, para. 1)

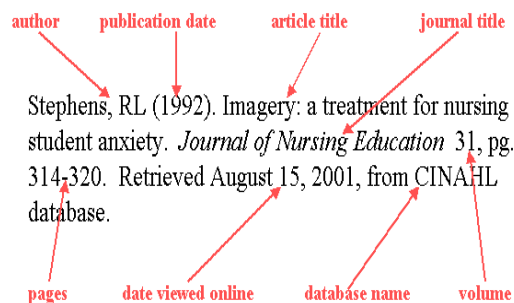
- When citing a work which is discussed in another work, include the original author's name in an explanatory sentence, and then include the source you actually consulted in your parenthetical reference and in your reference list.[here, Andrews, 2007]

Smith argued that...(as cited in Andrews, 2007)

author publication date article title journal title

Stephens, RL (1992). Imagery: a treatment for nursing student anxiety. *Journal of Nursing Education* 31, pg. 314-320. Retrieved August 15, 2001, from CINAHL database.

pages date viewed online database name volume

A diagram illustrating the components of a citation. Red arrows point from labels to specific parts of the citation text: 'author' points to 'Stephens, RL'; 'publication date' points to '(1992)'; 'article title' points to 'Imagery: a treatment for nursing student anxiety'; 'journal title' points to 'Journal of Nursing Education'; 'pages' points to '31, pg. 314-320'; 'date viewed online' points to 'Retrieved August 15, 2001'; 'database name' points to 'from CINAHL'; and 'volume' points to '31'.

REFERENCE LIST

Your reference list should appear at the end of your paper. In some cases, a list of all references may find a place at the end of the book. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a new page separate from the text of the essay; label this page "References" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.

Important Features

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work if it has three to seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.
- When referring to any work that is NOT a journal, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- Capitalize all major words in journal titles.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

Below are some examples of the most common types of sources including online sources.

I NON-ELECTRONIC SOURCES

Traditionally, books, articles and paper from print media, i.e., non-electronic, are quoted in the text material relating to research work/paper. To make the process systematic and universal, several citations methods were devised during the early part of the 20th century. The ultimate aim and scope of these citation methods is to standardize the citation process.

[A] Books

Books form the major bulk –sources of citation which has been followed for more than a century. Following examples would cover various types of citation used in APA style while citing books.

[a] Book with one author

Bernstein, T.M. (1965). *The careful writer: A modern guide to English usage* (2nd ed.). New York, NY: Atheneum.

[b] Work with two authors

Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association.

[c] Two or more works by the same author

Arrange by the year of publication, the earliest first.

Postman, N. (1979). *Teaching as a conserving activity*. New York, NY: Delacorte Press.

Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. New York, NY: Viking.

If works by the same author are published in the same year, arrange alphabetically by title and add a letter after the year as indicated below

McLuhan, M. (1970a). *Culture is our business*. New York, NY: McGraw-Hill.

McLuhan, M. (1970b). *From cliché to archetype*. New York, NY: Viking Press.

[d] Anthology or compilation

Gibbs, J. T., & Huang, L. N. (Eds.). (1991). *Children of color: Psychological interventions with minority youth*. San Francisco, CA: Jossey-Bass.

[e] Work in an anthology or an essay in a book

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III, & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

[f] Book by a corporate author

Associations, corporations, agencies, government departments and organizations are considered authors when there is no single author

American Psychological Association. (1972). *Ethical standards of psychologists*. Washington, DC: American Psychological Association.

[B] Articles

Next to books, articles, papers, etc take the second place of resources for citation. Following would help the research scholar understand the intricacies in citing the articles in a research paper.

[a] Article in a reference book or an entry in an encyclopedia

If the article/entry is signed, include the author's name; if unsigned, begin with the title of the entry

Guignon, C. B. (1998). Existentialism. In E. Craig (Ed.), *Routledge encyclopedia of philosophy* (Vol. 3, pp. 493-502). London, England: Routledge.

[b] Article in a journal

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 126, 910-924.

Note: List only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then list the issue number as well.

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

[c] Article in a newspaper or magazine

Semenak, S. (1995, December 28). Feeling right at home: Government residence eschews traditional rules. *Montreal Gazette*, p. A4.

Driedger, S. D. (1998, April 20). After divorce. *Maclean's*, 111(16), 38-43.

[d] Television or radio program

MacIntyre, L. (Reporter). (2002, January 23). Scandal of the Century [Television series episode]. In H. Cashore (Producer), *The fifth estate*. Toronto, Canada: Canadian Broadcasting Corporation.

[e] Film, video recording or DVD

Kubrick, S. (Director). (1980). *The Shining* [Motion picture]. United States: Warner Brothers.

II ELECTRONIC SOURCES

We are in the era of ICT. Publishing online, either an article or paper or a book, has become the fast growing trend and quite often, the most popular and useful happening in the world of publishing. This guide provides basic guidelines and examples for citing electronic sources using the *Publication Manual of the American Psychological Association*, 6th edition and the *APA Style for Electronic Sources* (2008). APA style

requires that sources receive attribution in the text by the use of parenthetical in-text references.

Where available, the doi (digital object identifier) number should be used to provide access information for electronic materials. URLs may be included for resources that do not have a doi number. The names of full-text databases and rarely necessary in an APA citation. Retrieval date information should only be included when the page/site/information is likely to change.

[a] Journal Articles

[a1] Article with DOI

Format:

Author Last, First Initial. (Year of Publication). Article title. *Journal Title*, volume #(issue number), start page-end page. doi: alphanumeric string

Citation:

Welch, K.E. (2005). Technical communication and physical location: Topoi and architecture in computer classrooms. *Technical Communication Quarterly* 14(3), 335-344. doi: 10.1207/s15427625tcq1403_12

[a2] Article with DOI

Format:

Author Last, First Initial. (Year of Publication). Article title. *Journal Title*, volume #(issue number), start page-end page. Retrieved from URL

Citation:

Fisher, D., Russell, D., Williams, J., & Fisher, D. (2008). Space, time & transfer in virtual case environments. *Kairos* 12(2), 127-165. Retrieved from <http://kairos.technorhetoric.net/12.2/binder.html?topoi/fisher-et al/articleIntro.html>

[a3] Advanced Online Publication

Format:

Author Last, First Initial. (Year of Publication). Article title. *Journal Title*, volume #(issue number), start page-end page. Advance online publication. doi: alphanumeric string or URL

Note: In the following , the text includes neither page numbers nor a doi number. Therefore, the page number component is not included and the URL is substituted for the doi.

Citation:

St. John, J., & Quinn, T.W. (2008). Rapid capture of DNA targets. *Biotechniques* 44(2). Advance online publication. Retrieved from http://www.biotechniques.com/default.asp?page=aop&subsection=article_display&display=full&id=112633

[a4] In-Press article retrieved from institutional or personal Web site

Format:

Author Last, First Initial. (in press). Article title. *Journal Title*. Retrieved from doi or URL

Citation:

Papini, P., Adriani, O., Ambriola, M., Barbarino, G.C., Basili, A., Bazilevskaja, G.A., et al. (in press). In-flight performances of the PAMELA satellite experiment. *Nuclear Instruments and Methods in Physics Research Section A: Accelerators, Spectrometers, Detectors, and Associated Equipment*. Retrieved from <http://www.sciencedirect.com>

[a5] Manuscript in preparation, retrieved from institutional or personal Web site

Format:

Author Last, First Initial. (n.d.). *Manuscript title*. Manuscript in preparation. Retrieved from URL

Note: The initials n.d. (no date) are included here in lieu of the publication date.

Citation:

Goggans, H. (n.d.) *The "Floating Bear" as zine precursor*. Manuscript in preparation. Retrieved from <http://www.heathergoggans.com>

[b] Electronics Books

[b1] Entire Book

Format:

Author Last, First Initial. (Year). *Title*. Retrieved from URL

Citation:

Dickens, C. (1910). *A tale of two cities*. Retrieved from <http://books.google.com/books?id=Pm0AAAAAYAAJ>

[b2] Book Chapter

Format::

Author Last, First Initial. (Year). Chapter title. In First Initial Last Name & First Initial Last Name (Eds.), *Book title* (pp. start page-end page). doi: alphanumeric string

Note: Use a doi number if available. If a number is not available, do not provide retrieval information for book chapters. See .

Citation:

Shun, I. (1998). The invention of the martial arts: Kanao Jigorao and Kaodaokan judo. In S. Vlastos (Ed.), *Mirror of modernity: Invented traditions of modern Japan* (pp. 163-173).

[c] Dissertations and Theses

[c1] Thesis retrieved from Database

Format:

Author Last, First Initial. (Year). *Title*. Retrieved from database name.
(accession number if available)

Citation:

Houck, A.M. *If God is God: Laughter and the divine in ancient Greek and modern Christian literature*. Retrieved from ProQuest Digital Dissertations. (AAI9990560)

[c2] Dissertation Defense

Format:

Author Last, First Initial. (Year, Month Day of Pub). *Title* [Format of defense] (Dissertation defense, University Name). Name. Retrieved from URL

Citation:

Boardman, R. (2004, September 24). *Improving tool support for personal information management* [PowerPoint slides](Dissertation defense, Imperial College of London Department of Electrical and Electronic Engineering). Retrieved from <http://www.slideshare.net/rick/phd-defenseimproving-tool-support-for-personal-information-management/>

[d] Abstracts

[d1] Abstract as Original Source

Format:

Author Last, First Initial. (Year, Month Day of Pub). *Title*. [Abstract]. Retrieved from name of database.

Note: If a publication number is assigned to the abstract, it may be included in parentheses after the title. See .

Citation:

Berman, L.M., & Letellier, B. (1996). *Pharaohs: Treasures of Egyptian art from the Louvre* (AEB 1996.0572) [Abstract]. Retrieved from Annual Egyptological Bibliography database.

[d2] Abstract submitted for Meeting, Symposium or Poster Session

Format:

Author Last, First Initial. Title of Article. (Year, Month Day). Title of abstract. In First Initial Last Name of authority (Title of Authority), *Title of Meeting, Symposium, or Poster Session*. Type of meeting conducted at the name of sponsoring meeting or conference. Abstract retrieved from URL

Citation:

Miller, C. (2007, June 25). Preserving soil survey data with GIS. In J.J. Meier (Web Editor), *Issues and trends in digital repositories of non-textual information: Support for research and teaching*. Poster session conducted at the ACRL Science and Technology Section conference. Abstract retrieved from <http://www.ala.org/ala/acrl/aboutacrl/acrlsections/sciencetech/stsconferences/posters07.cfm#poster5>

[d3] Abstract from Secondary Source**Format:**

Author Last, First Initial. (Year). Article title. *Journal Title* volume #(issue number if available), start page-end page. Abstract retrieved from secondary source name.

Citation:

Chung, D.S., & Kim, S. (2008). Blogging activity among cancer patients and their companions: Uses, gratifications, and predictors of outcomes. *Journal of the American Society for Information Science and Technology* 59(2), 297-306. Abstract retrieved from Wiley InterScience database.

[e] Bibliographies**[e1] Bibliography from Web site****Format:**

Author Last, First Initial. (Year of Pub). *Title*. Retrieved from Name of Source:URL.

Citation:

de Zepetnek, S.T., Nielsen, W.C., & Aoun, S. (n.d.). *Selected bibliography for work in comparative cultural studies (history, theory, method)*. Retrieved from CLCWeb: Comparative Literature and Culture: [http://clcwebjournal.lib.purdue.edu/library/comparativeculturalstudies\(biblio\).html](http://clcwebjournal.lib.purdue.edu/library/comparativeculturalstudies(biblio).html)

[e2] Bibliography from Courseware**Format:**

Last Name, First Initials of Author. (Year of Pub). *Title of course* [Bibliography]. Retrieved from Name of University and Courseware Product/Site: URL.

Citation:

Johnston, S.L. (2004). *French resources on the web* [Bibliography]. Retrieved from Trinity University BlackBoard site: <http://bb.trinity.edu>

[f] Book Reviews and Journal Article Commentaries**[f1] Book Review**

Format:

Author Last, First Initial. (Year of Publication). Title of review [Review of the book *Title of book*]. *Journal Title*, volume #(issue # if available), inclusive page numbers or location on the web page. Retrieved from URL

Citation:

Ferrer, H. (2006). The case of the disappearing genres [Review of the book *Best American mystery stories 2005*]. *American Book Review*, 27(4), 8-9. Retrieved from <http://americanbookreview.org>

[f2] Peer Commentary, titled**Format:**

Author Last, First Initial. (Year of Pub). *Title of commentary* [Peer commentary on the journal article "Title of article"]. Retrieved Month Day, Year, from URL

Note: If the title of the item under review is clear from the title of the review, then the bracketed explanation is not necessary.

Citation:

Bizzell, P., & Herzberg, B. (1988). *A response to Kathleen E. Welch* [Peer commentary on the journal article "A critique of classical rhetoric: The contemporary appropriation of ancient discourse"]. *Rhetoric Review* 6(2): 246. Retrieved from <http://www.jstor.org/stable/465942>

[g] Curriculum and Course Materials**[g1] Curriculum Guide****Format:**

Author Last, First Initial. (Year of Publication). *Title*. Retrieved from host web sitename: URL.

Citation:

National Park Service, U.S. Department of the Interior. (2007). *Imagining the corps of discovery: Visual art of and about the Lewis and Clark expedition*. Retrieved from Lewis and Clark Journey of Discovery web site: <http://www.nps.gov/archive/jeff/LewisClark2/Education/VisualArt/VisualArtLessonPlan.htm>

[g2] Lecture Notes**Format:**

Author Last, First Initial. (Year of Pub). *Title* [format of notes]. Retrieved from host web site name: URL.

Citation:

Johannesson, C. (2008). *The mole* [PowerPoint slides]. Retrieved from Communication Arts High School web site: http://www.nisd.net/communicationsarts/pages/chem/ppt/molarconv_pres.ppt

[h] Raw Data

[h1] Data Set

Format:

Author Last, First Initial or Corporate Author Name. (Year of Publication).
Title. [Format of data]. Available from Name of source site: URL

Citation:

Chris Bell U.S. Congress Committee. (2004). *FEC-116877 Form F3*
[Data file]. Retrieved from Federal Election Commission web site:
http://www.fec.org/finance/disclosure/efile_search.shtml

[h2] Graphic Representation of Data

Format:

Author Last, First Initial or Corporate Author Name. (Year of Pub).
[Description of graphic representation of data]. *Title of source*. Retrieved
from URL

Citation:

Sullivan, R.D. (2007). [Map depicting 10 different political regions in the
United States for the 2008 election year]. *Beyond red & blue*. Retrieved
from <http://massinc.typepad.com/beyondredandblue/2007/09/beyond-red-blue.html>

[h3] Qualitative Data

Format:

Author Last, First Initial (Responsibility) and Subject Last, First Initial
(Responsibility).
(Year of Publication). *Title of collected data* [Format of data]. Retrieved
from Name of web site: URL

Note: Interviews conducted one-on-one that have not been preserved in
print or other formats should be cited in text as a personal
communication. Data that cannot be retrieved is not included in the list of
references.

Citation:

Quintard, T. (Interviewer) & Monroe, E. (Interviewee). (1974). *Ethel
Monroe, April*
5, 1974 [Audio file]. Retrieved from Black Oral History web site:
<http://www.wsulibs.wsu.edu/holland/masc/xblackoralhistory.html>

[i] Reference Materials

[i1] Online Encyclopedia

Format:

Author Last, First Initial. (Year of Publication). Title of entry. In First Initial
Last Name
of editor (Ed.), *Title*. Retrieved Month Day, Year, from URL of index or
main page of encyclopedia

Note: If no author is listed for an entry, include the title of the entry first in the citation.

Citation:

Kania, A. (2007). Philosophy of music. In E.N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. Retrieved from <http://plato.stanford.edu/entries/music/>

[i2] Online Dictionary

Format:

Title of entry. (Year of Publication). In *Title of dictionary*. Retrieved Month Day, Year, from URL of index or main page of dictionary

Citation:

German shepherd. (n.d.). In *Merriam-Webster's collegiate dictionary*. Retrieved from [http:// www.britannica.com/dictionary?book=Dictionary](http://www.britannica.com/dictionary?book=Dictionary)

[i3] Online Handbook

Format:

Author Last, First Initial. (Year of Publication). Title of entry. In First Initial Last Name of editor (Ed.), *Title*. Retrieved Month Day, Year, from URL of index or main page of handbook

Note: If no author is listed for an entry, include the title of the entry first in the citation.

Citation:

Wallace, E. (n.d.). Fort Stockton, TX. In R.R. Barkley (Ed.), *The Handbook of Texas online*. Retrieved from <http://www.tshaonline.org/handbook/online/index.html>

[i4] Wiki

Format:

Title of entry. (n.d.). Retrieved Month Day, Year, from Title of Wiki: URL

Note: Wikis are collaboratively authored, rarely signed, and always changing. Therefore, author and publication date are not required.

Citation:

Judo. (n.d.). Retrieved August 29, 2007, from Wikipedia: <http://en.wikipedia.org/wiki/Judo>

[j] Gray Literature

[j1] Annual Report

Format:

Author Last, First Initial or Corporate Author Name. (Year of Publication).
Title. Retrieved from URL

Citation:

Honda Motor Co. (2004). *Annual report*. Retrieved from
<http://world.honda.com/investors/annualreport/2004/07.html>

[j2] Fact Sheet

Format:

Author Last, First Initial or Corporate Author Name. (Year of Publication).
Title
[Fact sheet]. Retrieved from URL

Citation:

Boy Scouts of America. (n.d.). *Merit badge program* [Fact sheet].
Retrieved from <http://www.scouting.org/factsheets/02-500.html>

[j3] Consumer Brochure

Format:

Author Last, First Initial or Corporate Author Name. (Year of Publication).
Title
[Brochure]. Retrieved from URL

Citation:

First Five Oral Health. (2005). *Healthy teeth begin at birth* [Brochure].
Retrieved from http://www.first5oralhealth.org/page.asp?page_id=439

[j4] Public Service Announcement

Format:

Author Last, First Initial or Corporate Author Name (Responsibility of
Author).
(Year of Publication). *Title* [Format of announcement]. Retrieved from
URL

Citation:

Lynch, D. (Director). (2007). *Clean up New York* [Video file]. Retrieved
from <http://www.youtube.com/watch?v=ZSWv90msTUC>

[j5] Presentation Slides

Format:

Author Last, First Initial or Corporate Author Name. (Year of Publication).
Title [Format of slides]. Retrieved from URL

Citation:

Rutter, R., & Boulton, M. (2007). *Web typography sucks* [PowerPoint
slides]. Retrieved from <http://webtypography.net/sxsw2007/>

[j6] Technical or Research Report

Format:

Author Last, First Initial or Corporate Author Name. (Year of Publication).
Title (Report No. if available). Retrieved from URL

Citation:

Miller, D.C., Sen, A., & Malley, L.B. (2007). *Comparative indicators of education in the United States and other G8 countries* (Report No. GPO ED003826P). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007006>

[j7] Press Release

Format:

Author Last, First Initial or Corporate Author Name. (Year, Month Day of Publication). *Title* [Press release]. Retrieved from URL

Citation:

Department of Athletics, Trinity University. (2008, January 7). *Trinity wins Pontiac game changing performance of the year award* [Press release]. Retrieved from http://www.trinity.edu/departments/athletics/Football/Pontiac_GCPOY.htm

[j8] Policy Brief

Format:

Author Last, First Initial or Corporate Author Name. (Year of Publication).
Title
(Policy No. if available). Retrieved from URL

Citation:

Organization for Economic Cooperation and Development. (2007).
Climate change: Meeting the challenge to 2050. Retrieved from <http://www.oecd.org/dataoecd/6/21/39762914.pdf>

[j9] Educational Standards

Format:

Author Last, First Initial or Corporate Author Name. (Year of Publication).
Title. Retrieved from URL

Citation:

Texas Education Agency. (1998). *Texas essential knowledge and skills for social studies, subchapter c., high school*. Retrieved from <http://www.tea.state.tx.us/rules/tac/chapter113/ch113c.pdf>

[j10] White Paper

Format:

Author Last, First Initial or Corporate Author Name. (Year of Publication).
Title
[White paper]. Retrieved from URL

Citation:

OCLC Online Computer Library Center. (2002). *OCLC white paper on the information habits of college students* [White paper]. Retrieved from <http://www5.oclc.org/downloads/community/informationhabits.pdf>

[j11] Newsletter Article**Format:**

Author Last, First Initial or Corporate Author Name. (Year of Publication). Title of Article. *Title of Newsletter*, volume # (issue #). Retrieved from URL

Citation:

Seiden, Peggy. (2006). Library survey evaluates service. *@library.edu, the Swarthmore College library newsletter*, 8(2). Retrieved from <http://www.swarthmore.edu/Documents/library/spring06.pdf>

[k] General Interest Media and Alternative Presses**[k1] Newspaper Article****Format:**

Author Last, First Initial. (Year, Month Day of Publication). Article title. *Newspaper Name*. Retrieved from URL

Citation:

Mapes, L.V. (2005, May 25). Unearthing Tse-whit-zen. *Seattle Times*. Retrieved from <http://seattletimes.nwsources.com>

[k2] Television Feature, Podcast**Format:**

Author Last, First Initial, & Author Last, First Initial (Author Responsibility). (Year of Pub). *Title of television feature* [Motion picture]. In First Initial Last Name (Role of Presenter), *Title of program*. Podcast retrieved from Name of host site: URL

Citation:

Schultz, D. (Producer/Writer). (2007). *Silence of the bees* [Motion picture]. In Kaufman, F. (Executive Producer), *Nature*. Podcast retrieved from PBS: <http://www.pbs.org/wnet/nature/rss/podcast.xml>

[k3] Audio Podcast**Format:**

Author Last, First Initial (Author Responsibility). (Year, Month Day of Publication). Title of podcast [Podcast identification number if available]. *Podcast series Name*. Podcast retrieved from URL

Citation:

Hinze, S. (Host). (2007, December 25). Robots! [Show 440]. *Fanboy radio*. Podcast retrieved from http://media.libsyn.com/media/fanboyradio/fbr_440.mp3

[k4] Online Magazine content not found in print version**Format:**

Author Last, First Initial. (Year of Pub). Title of article [Online exclusive]. *Title of Magazine*. Retrieved Month Day, Year, from URL

Citation:

Millet, M. (2005). NextGen: Is this the ninth circle of hell? [Online exclusive]. *Library Journal*. Retrieved December 7, 2007, from <http://www.libraryjournal.com/article/CA509641.html>

[l] Online Communities**[l1] Message posted to a newsgroup, or a online forum, or discussion group****Format:**

Author Last, First Initial. (Year, Month Day of posting). Title of post [post number if available]. Message posted to URL

Citation:

Epstein, P. (2005, November 20). Dice manipulation. Message posted to <http://www.bkgm.com/rgb/rgb.cgi?menu>

[l2] Message posted to an electronic mailing list**Format:**

Author Last, First Initial. (Year, Month Day of Pub). Title of post [Msg. # if available]. Message posted to Name of List, archived at URL

Note: Since messages in an e-mail list are posted through email, the URL should direct readers to the web site or page where the messages have been archived.

Citation:

Bennick, T. (2007, December 28). Speedball press [Msg. #00189]. Message posted to Book Arts Web electronic mailing list, archived at <http://palimpsest.stanford.edu/byform/mailling-lists/bookarts/#archive>

[l3] Weblog Post**Format:**

Author Last, First Initial. (Year, Month Day of Publication). Title. Message posted to URL

Citation:

Rush, Wilhelmina. (2007, July 12). Four stars! Message posted to <http://wilhelminarush.livejournal.com>

[I4] Video Weblog Post

Format:

Author Last, First Initial. (Year, Month Day of Publication). Title [Format of post]. Video posted to URL

Note: If the author's name is not provided, the screen name of the posting author may be used instead.

Citation:

Rjsivey. (2007, July 27). Narcoleptic Chihuahua [Video file]. Video posted to <http://www.youtube.com/watch?v=XyzeCiW-nn0>

[m] Computer Programs, Software, and Programming Languages

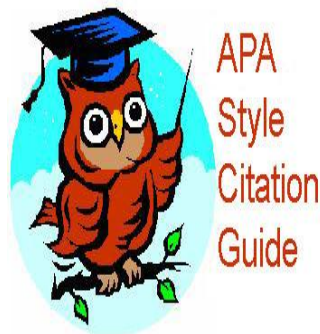
[m1] Software downloaded from a Website

Format:

Author Last, First Initial. (Year of Publication). Name of product [format of product]. Available from Name of source: URL *Title*.

Citation:

Elizabeth Huth Coates Library, Trinity University. (2007). Coates library toolbar [Software]. Retrieved from Coates Library:
<http://lib.trinity.edu/toolbar/index.shtml>



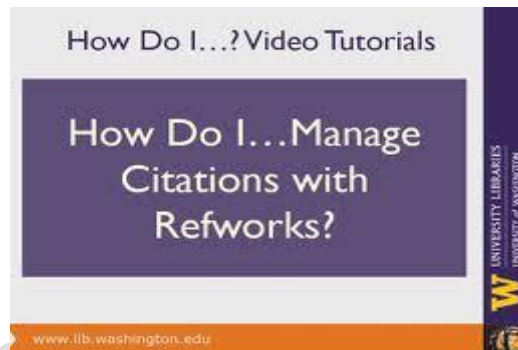
Conclusion

The Internet and other digital sources of information are widely used tools for research, but since they are still relatively new tools, various disciplines are still deciding what the correct way to document electronic sources is, and disciplines are constantly changing their minds as to what the most appropriate ways are. It may be noted that the situation is in the very formative stage.

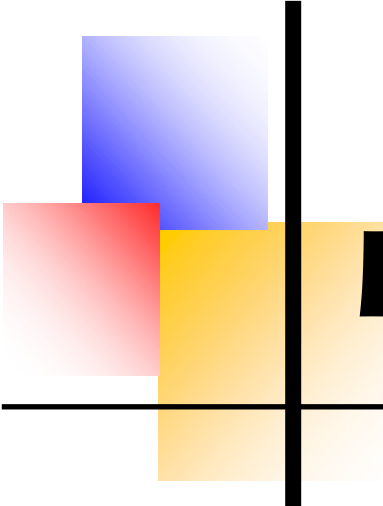
To ensure accuracy, it is always best to consult the style manual and/or accompanying website for your discipline first before consulting other sources. Other way to determine the style you should use is to ask your research supervisor for guidelines or resources, or to locate the official website for publications in your discipline and see if they have any guidelines or style manuals available.

References

- 01] American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington DC: APA, 2009. Print.
- 02] <http://www.dianahacker.com/resdoc/home.html>
- 03] <http://owl.english.purdue.edu/owl/section/2/>
- 04] <http://www.apastyle.org/apa-style-help.aspx>
- 05] <http://www.apastyle.org/learn/index.aspx>
- 06] <http://www.apastyle.org/products/index.aspx>
- 07] <http://owl.english.purdue.edu/owl/section/2/10/>
- 08] <http://www.apastyle.org/>
- 09] http://www.lib.usm.edu/help/style_guides/apa.html
- 10] <http://www.nlight.com/Success/Research/8cite.html>



“One should either be a work of art, or wear a work of art.”
Oscar Wilde

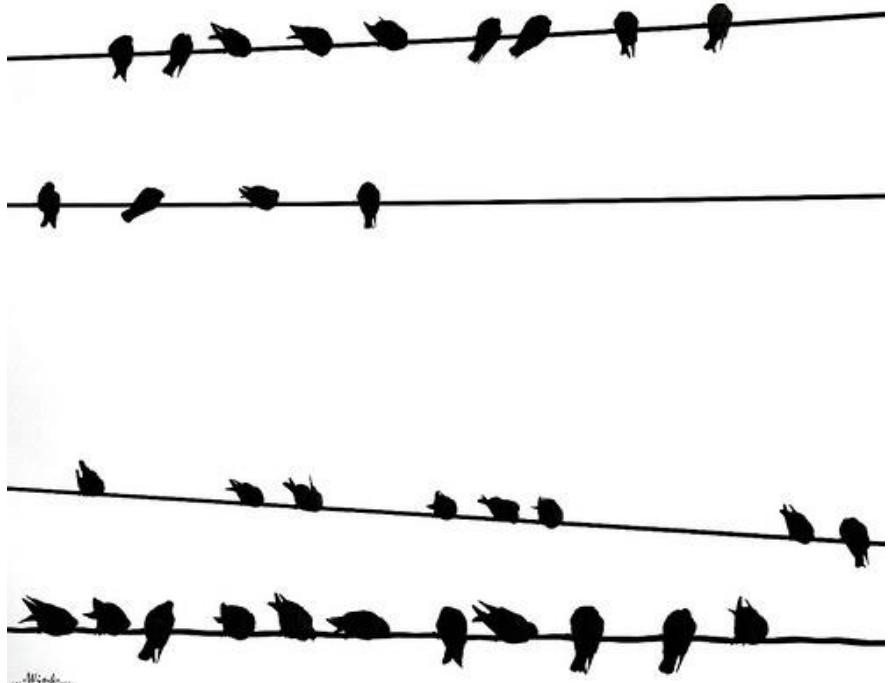


PUBLISHING A

Research Paper

A Panoramic View

Chapter 9



Ms G Victo Sudha George

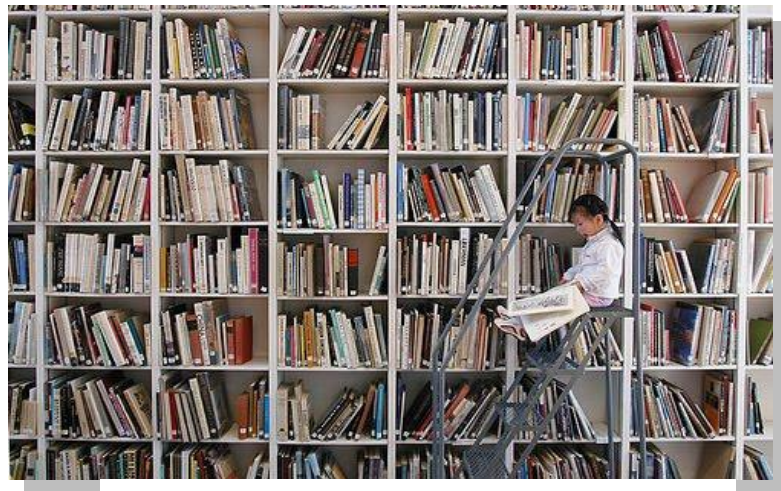
Traces the revolutionary history of Open Access Movement, describes two types of OA publications and discusses the residual barriers, benefits of OA, future avenues and problems in funding the OA project.

Silver Jubilee 2018 Publications

KEYWORDS

Chapter – 9 :: Open Access Journals

Open access
Digital publishing
Open access movement
OA publishing
Green road
Golden road
OA design
OAP design
Residual barrier
Unembargoed OA





OPEN ACCESS JOURNALS

revolutionary innovation



Introduction

Faced with the serious economic conditions facing the publication of scholarly books, University Presses all over the world have begun to recognize digital publishing as a viable alternative to disseminate works that would otherwise not have been published and as an important tool to increase the availability of works that otherwise would only have a very limited distribution. Adequate online access to research output is crucial for research, high-quality education and lifelong learning - essential factors for transforming the rich book-publishing tradition into a leading knowledge society.

Open Access literature is digital, online, free of charge, and free of most copyright and licensing restrictions. It can be in form of peer-reviewed journal articles and conference papers as well as technical reports, theses and working papers but also research data and multimedia files or in fact any other format as long as it is being understood as valuable to share freely for research, teaching and other purposes. This is made possible by the internet and the consent of the author or copyright-holder.



OA Movement

The Open Access movement is the worldwide effort to provide free online access to scientific and scholarly research literature, especially peer-reviewed journal articles and their preprints.

The Open Access movement started out with a series of statements or declarations. Historically the movement has progressed and gained momentum since 2002 through three major statements made in Budapest, Bethesda and Berlin.

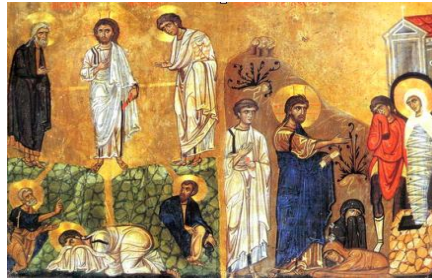
- Budapest Open Access Initiative (February 2002)
- Bethesda Statement on Open Access Publishing (June 2003)
- Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities (October 2003)

The optimal encouragement in Open Access Initiative [OAI] is that more and more publishers are jumping on the bandwagon. Some are launching OA journals. Some are converting subscription-based journals to OA. Some are offering OA content in subscription-based journals. Some are widening access short of OA. And some are using the now-popular name of "open access" regardless of how it describes their access policies.

The Open Access movement comprises many complementary initiatives, including digital scholarly journals, discipline-specific e-print servers, institutional repositories, and author self-archiving. While these initiatives vary in intent, scope, and implementation, they all support the same concept: that scholarly research should serve the interests of the scholars themselves, and that those interests are best served by the broadest access to the largest body of high-quality research.

Establishing open access contribution procedure ideally requires the active commitment of each and every individual producer of scientific knowledge and holder of cultural heritage. Open access contributions, among other things, include original scientific research results, source materials, digital representations of

pictorial and graphical materials and scholarly multimedia material, and raw data and metadata.



Defining Open Access Publication

An Open Access Publication has to meet the following two cardinal conditions:

[a] The author(s) and copyright holder(s) grant(s) to all users a free, irrevocable, worldwide, perpetual right of access to, and a license to copy, use, distribute, transmit and display the work publicly and to make and distribute derivative works, in any digital medium for any responsible purpose, subject to proper attribution of authorship, as well as the right to make small numbers of printed copies for their personal use.

[b] A complete version of the work and all supplemental materials, including a copy of the permission as stated above, in an appropriate standard electronic format is deposited (and thus published) in at least one online repository using suitable technical standards (such as the Open Archive definitions) that is supported and maintained by an academic institution, scholarly society, government agency, or other well-established organization that seeks to enable open access, unrestricted distribution, inter operability, and long-term archiving.

The three major public definitions of "open access [OA]" are contained in the Budapest, Bethesda, and Berlin public statements. Even though these three definitions differ from one another, in some way or other, they agree on the essentials. It may be conveniently and collectively, referred to [based on their common ground], as the Budapest-Bethesda-Berlin or BBB definition of OA.

The best-known part of the BBB definition is that OA content must be free of charge for all users with an internet connection. However, the BBB definition not only suggests the complete and free online access, but also implies some extra dimension which gives users permission for all legitimate scholarly uses. The Budapest statement puts the extra dimension as follows:

“By ‘open access’ to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited.”



Possible Strategies

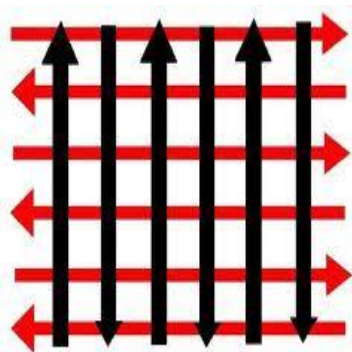
There are two possible complementary strategies for delivering OA to research articles which may be briefly stated as below:

OA self-archiving: [known as ‘green road’] Scholars need to deposit their refereed journal articles in open electronic archives. When these archives conform to standards created by the Open Archives Initiative, then search engines and other tools can treat the separate archives as one. Users then need not know which archives exist or where they are located in order to find and make use of their contents.

OA journal-publishing: [known as ‘golden road’] It involves peer review and then makes the approved contents freely available to the world. The expenses consist of peer review, manuscript preparation, and server space. OA journals pay their bills very much the way broadcast television and radio stations do: those with an interest in disseminating the content pay the production costs upfront so that access can be free of charge for everyone with the right equipment. Sometimes this means that journals have a subsidy from the hosting university or professional society. Sometimes it means that journals charge a processing fee on accepted articles, to be paid by the author or the author's sponsor. OA journals that charge processing fees usually waive them in cases of economic hardship. OA journals with institutional subsidies tend to charge no processing fees. OA journals can get by on lower subsidies or fees if they have income from other publications, advertising, priced add-ons, or auxiliary services. Some institutions and consortia arrange fee discounts. Some OA publishers waive the fee for all researchers affiliated with institutions that have purchased an annual

membership. There's a lot of room for creativity in finding ways to pay the costs of a peer-reviewed OA journal, and we're far from having exhausted our cleverness and imagination.

Green road is supposed to be the fastest and surest way to reach 100% OA. Probably, eventually green road might lead to golden road. OA self-archiving is *not* self-publishing; nor is it about online publishing without quality control (peer review); nor is it intended for writings for which the author wishes to be paid, such as books or magazine/newspaper articles. OA self-archiving is for peer-reviewed research, written solely for research impact rather than royalty revenue.



Residual Barriers

The value of open access lies primarily in widening the access. But despite that, it doesn't create universal access the way community expects. Even after the removal of two barriers, viz, price and permission barriers, there will be several barriers left to overcome before one reaches truly universal access. They may be summarized as indicated below:

- (1) Handicap access barriers: most web sites are not yet as accessible to handicapped users as they could be.
- (2) Language barriers: most online literature is in English, or just one language, and machine translation is very poor or weak.
- (3) Filtering and censorship barriers: more and more schools, employers, and governments want to limit what one can see.
- (4) Connectivity barriers: the digital format keeps most of the people, including millions of serious scholars, offline.



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Benefits of OA

Society as a whole benefits from an expanded and accelerated research cycle in which research can advance more effectively because researchers have immediate access to all the findings they need.

The visibility, usage and impact of researchers' own findings increases with OA, as does their power to find, access and use the findings of others. Universities co-benefit from their researchers' increased impact, which also increases the return on the investment of the funders of the research, such as governments, charitable foundations, and the tax-paying public.

For teachers, Open Access means no restrictions on providing articles for teaching purposes. Only the URL need be provided; Open Access takes care of the rest. Publishers likewise also benefit from the wider dissemination, greater visibility and higher journal citation impact factor of their articles.



Designing the Optimal OA

As the number of Open Access (OA) mandates adopted by universities worldwide grows it is important to ensure that the most effective mandate model is selected for adoption, and that a very clear distinction is made between what is required and what is

recommended: By far the most effective and widely applicable OA policy is to require that *the author's final, revised peer-reviewed draft must be deposited in the institutional repository (IR) immediately upon acceptance for publication*, without exception, but only to recommend, not require, that access to the deposit should be set immediately as Open Access (at least 63% of journals already endorse immediate, unembargoed OA); access to deposits for which the author wishes to honor a publisher access embargo can be set as Closed Access.

The IR's "fair use" button allows users to request and authors to authorize semi-automated emailing of individual eprints to individual requesters, on a case by case basis, for research uses during the embargo. The adoption of an "author's addendum" reserving rights should be recommended but not required (opt-out/waiver permitted). It is also extremely useful and productive to make IR deposit the official mechanism for submitting publications for annual performance review. IRs can also monitor compliance with complementary OA mandates from research funding agencies and can provide valuable metrics on usage and impact. (Mandate compliance should be compulsory, but there need be no sanctions or penalties for noncompliance; the benefits of compliance will be their own reward.) On no account should a university adopt a costly policy of funding Gold OA publishing by its authors until/unless it has first adopted a cost-free policy of mandatory Green OA self-archiving.



Potential Future Avenues

Organizations are interested in the further promotion of the new open access paradigm to gain the most benefit for science and society. Therefore, the following may be worth considering:

- encouraging researchers/grant recipients to publish their work according to the principles of the open access paradigm.
- encouraging the holders of cultural heritage to support open access by providing their resources on the Internet.

- developing means and ways to evaluate open access contributions and online-journals in order to maintain the standards of quality assurance and good scientific practice.
- advocating that open access publication be recognized in promotion and tenure evaluation.
- advocating the intrinsic merit of contributions to an open access infrastructure by software tool development, content provision, metadata creation, or the publication of individual articles.



Problem of Funding

OA literature is not free to produce, even if it is less expensive to produce than conventionally published literature. The question is not whether scholarly literature can be made costless, but whether there are better ways to pay the bills than by charging readers and creating access barriers. Business models for paying the bills depend on how OA is delivered.

Maybe OA literature is costless to produce, although many argue that it is much less expensive to produce than conventionally published literature, even less expensive than priced online-only literature. The question is not whether scholarly literature can be made costless, but whether there are better ways to pay the bills than by charging readers and creating access barriers.

Governments, universities, research institutions, funding agencies, foundations, libraries, museums, archives, learned societies and professional associations who share the vision expressed in the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities are the best resources to fund the OA Initiative.



Prerogative of Copyright Holders

When copyright holders consent to OA, they consent in advance to the unrestricted reading, downloading, copying, sharing, storing, printing, searching, linking, and crawling of the full-text of the work. Most authors choose to retain the right to block the distribution of mangled or misattributed copies. Some choose to block commercial re-use of the work. Essentially, these conditions block plagiarism, misrepresentation, and sometimes commercial re-use, and authorize all the uses required by legitimate scholarship, including those required by the technologies that facilitate online scholarly research.

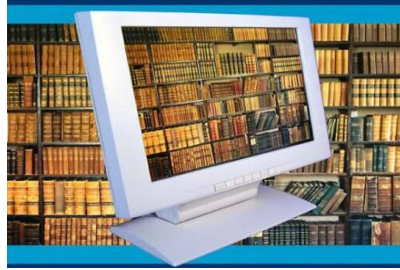


Conclusion

The fact that OA is becoming more popular among all possible stakeholders demonstrates the recognition of the possible advantages of digital formats for enriched publications, including features and material that up till now have not been possible in traditional publishing. This can be seen as another cause of change: the use of information and communication technologies inspiring innovations in research ('e-science'), requiring new publication formats.

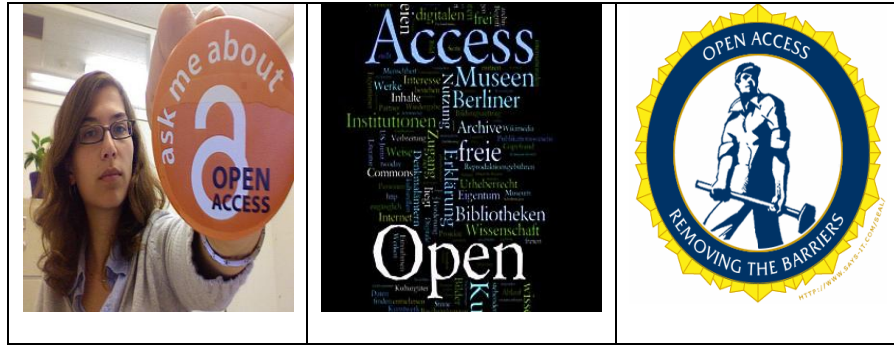
Universal access to knowledge – with full freedoms to localize that knowledge – is not just a matter of development, science, or security. It is a matter of the right to development. Open Access fulfills this right in support of human enrichment and health, and is one of the pre-eminent methods to achieve the human rights goals and bridge the divides, digital and physical, between the developing and developed nations.

The mantra is: **"free availability and unrestricted use"**



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- 04] <http://oa.mpg.de/openaccess-berlin/berlindeclaration.html>
- 05] <http://www.soros.org/openaccess/read.shtml>
- 07] <http://oa.mpg.de/openaccess-berlin/berlindeclaration.html>
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- 09] <http://www.earlham.edu/~peters/fos/timeline.htm>
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- 20] <http://www.arl.org/sparc/openaccess/>
- 21] <http://campus.diplomacy.edu/env/scripts/Pool/GetBin.asp?IDPool=3737>



Research Paper

PUBLISHING A

Research Paper

A Panoramic View

Chapter 10

Ms Golda George

The screenshot displays the ISI Web of Knowledge interface. At the top, there's a green header with 'ISI Web of KnowledgeSM' and a link to 'DISCOVER the new Web of Knowledge now!'. Below this is a navigation bar with 'Web of Science' and 'Additional Resources'. A search bar is present with options like 'Search', 'Cited Reference Search', 'Advanced Search', 'Search History', and 'Marked List (0)'. The main content area is titled 'Web of Science®' and 'Citing Articles'. It shows the title 'Declining prevalence of cystic fibrosis since the introduction of newborn screening' by Massie, J. The source is 'ARCHIVES OF DISEASE IN CHILDHOOD', Volume 95, Issue 7, Pages 531-533, Published: JUL 2010. A 'Citation Map' link is provided. Below this, it states 'The above article has been cited by the articles listed below.' and includes a note about the Times Cited count. The results are listed as 'Results: 2' with pagination 'Page 1 of 1' and a 'Go' button. A 'Sort by: Latest Date' dropdown is also visible. On the left, there's a 'Refine Results' section with 'Search within results for' and a 'Search' button. Under 'Subject Areas', 'PHARMACOLOGY & PHARMACY (1)' and 'RESPIRATORY SYSTEM (1)' are listed. Under 'Document Types', 'ARTICLE (2)' is listed. On the right, two results are shown: 1. 'Recombinant human bone morphogenetic protein-2 and pancreatic cancer: a retrospective cohort study' by Mines D, Gu Y, Kou TD, et al. Source: 'PHARMACOEPIDEMIOLOGY AND DRUG SAFETY', Volume 20, Issue 2, Pages 111-118, Published: FEB 2011, Times Cited: 0. 2. 'Emerging issues in cystic fibrosis newborn screening' by Castellani C, Massie J. Source: 'CURRENT OPINION IN PULMONARY MEDICINE', Volume 16, Issue 6.

Narrates the historical evolution of Citation Index, its earlier versions, contribution made by Dr Eugene Garfield and the latest developments. One wonders the breadth and width of citation index in the academic intelligentsia.

Silver Jubilee 2018 Publications

KEYWORDS

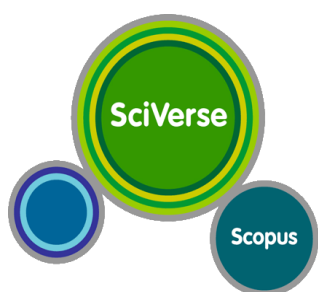
Chapter – 10 :: Citation Indexes

Citation indexes
Journal impact
Evolution
Structure of citation indexes
Science Citation Index
Scientific journal literature
Obscure references
Cited reference
Bibliographic database





Citation Indexes



Introduction

Usage of research work of researcher always pays importance and value to the author and also to the work. Work in the form of article, patents and notes in the subject get its impact when it got cited in the literature of importance. Trace the citations in different publications involves constant perusal, which is rather difficult for an author. The mapping of citations in a subject and also in allied subjects is really very intricate work and the whole idea emerged as early as tool to visualize citation relationships and understand the meaning of a cited reference search in web of knowledge. The concept behind citation indexing is fundamentally simple. By recognizing that the value of information is determined by those who use it, what better way to measure the quality of the work than by measuring the impact it makes on the community at large. The widest possible population within the scholarly community (i.e. anyone who uses or cites the source material) determines the influence or impact of the idea and its originator on our body of knowledge. Because of its simplicity, one tends to forget that citation indexing is actually a fairly recent form of information management and retrieval. Citation indexes track references that authors put in the bibliographies of published papers. They provide a way to search for and analyze the literature in a way not possible through simple keyword/topical searching. It also enables

users to gather data on the "impact" of journals, as well as assessing particular areas of research activity and publication.



What are Citation Indexes?

There were three factors that led to the development of citation indexing back in the 1950's. With the huge influx of government dollars into research and development following World War II, the research community naturally began to publicly document its findings through the accepted channel of published scientific journal literature. The subsequent burgeoning of the literature created a need for a method of indexing and retrieval that would be more cost effective and efficient than the then-current model of human indexing of materials for subject specific indices. While the subtle judgements made by subject specialists were valuable in giving depth to a subject index, manual indexing was both a more time consuming process and labor intensive. Its costs increased in proportion to the growth of material to be indexed. So the need for a better way of managing information was the first factor. The second factor was the growing dissatisfaction with the capacity of subject indexing to meet the needs of the active researcher. At this point in time, a subject index could have excessive lag times in adding materials to the indexes of the time; months could pass before researchers in one field would learn of published findings in some other field that had relevance to their own study. Furthermore, there were limitations to the subject indexing in terms of retrieval. Terminology appropriate to one specific discipline would not necessarily have meaning to researchers in another, perhaps overlapping, discipline. At the same time, scientists were recognizing that they had to be aware of, if not completely familiar with, work in a number of different subject disciplines in order to be confident that they had properly grounded the research through an appropriate review of the literature. The third and final factor in the development of citation indexing is the hope that automation might be the key to the future challenges. Computerization in the 1950s was far removed from the desktop environment of today, but there was tremendous excitement over potential benefits to be derived from the

application of machines to the generation and compilation of data. A number of projects were launched by the United States with the intention of investigating these possibilities.



Evolution of Citation Index

Dr. Eugene Garfield, founder and now Chairman Emeritus of ISI (now Thomson Reuters), [also considered as *Grandfather of Google*] was deeply involved in the research relating to machine generated indexes in the mid-1950's and early 1960's. One of his earliest points of involvement was a project sponsored by the Armed Forces Medical Library (predecessor to our current National Library of Medicine). The Welch Medical Library Indexing project, as it was called, was to investigate the role of automation in the organization and retrieval of medical literature. The hope was that the problems associated with subjective human judgement in selection of descriptors and indexing terms could be eliminated. By removing the human element, one might thereby increase the speed with which information was incorporated in to the indexes. It might also increase the cost-effectiveness of the indexes. Garfield grasped early on that review articles in the journal literature were heavily reliant on the bibliographic citations that referred the reader to the original published source for the notable idea or concept. By capturing those citations, Garfield believed, the researcher could immediately get a view of the approach taken by another scientist to support an idea or methodology based on the sources that the published writer had consulted and cited as pertinent in the bibliography. As retrieval terms, citations could function as well as keywords and descriptors that were thoughtfully assigned by a professional indexer.



In the early 1960s, Eugene Garfield and Associates developed two pilot projects that would test the viability and efficiency of citation indexing. The first project involved the creation of a database that would index the citations of 5,000 chemical patents held by two private pharmaceutical companies. The referenced citations in this instance were to prior patents, the documentation sources that the government patent examiners were using to support a decision to grant or deny a patent. The connections that the patent citation index made were then analyzed with two comparable classifications and indexing systems that were currently being used by the participants. Based on this investigation and analysis, the project sponsors determined that citation indexing permitted the retrieval of relevant literature across arbitrary classifications in a way that subject- oriented indexing could not.

A second pilot project in 1962 involved Garfield's recently incorporated enterprise, the Institute for Scientific Information (now Thomson Reuters), with the United States National Institutes of Health in building an index to the published literature on genetics. This project was far more complex in nature than the patents index. Three databases were built to cover the literature over 1 year, 5 years and 14 years with a varying number of source publications indexed in each. While this project was to test the feasibility and utility of a narrow, discipline-oriented citation index, at completion, it was concluded that the database with the *most broadly based set of source publications* formed the most comprehensive and useful guide to the published literature in the field of genetics. The database for the single-year term had drawn not just on journals that were primarily devoted to the field of genetics research but had drawn as well from a large pool of journals that published genetics papers on a more peripheral or occasional basis. Additionally, while the automated system required a certain level of effort in standardizing the entries from a wide variety of published materials, the project demonstrated the cost-effectiveness of citation indexing as opposed to the expense of traditional subject indexing processes.

While, at the time of the project's completion, the government sponsors chose not to subsidize the development of a national citation database, Eugene Garfield was encouraged to move ahead with the private publication of his multidisciplinary citation index as the first edition of the *Science Citation Index* (SCI).

Available for purchase since 1963, the SC/ then and now represents the most comprehensive citation index to the scientific journal literature. Today, the Web-based version of that index covers 5,600 journals across more than 150 scientific disciplines.

Garfield's achievement lay in establishing the utility and objectivity of a citation index in pulling up related papers in published literature that at first glance might not have seemed pertinent to the researcher's inquiry. Today, it is considered to be one of the most reliable of resources in tracing the development of an idea across the multitude of disciplines that are part of our body of scientific knowledge.

Structure of Citation Index

The layout of citation index includes various approaches which researchers need to find out the literature and its impact. It has different index components such as Citation, Source, Subject, organization and geographic distributions of literature in the research field. The most analytical approach in the literature includes the journal citation reports giving details about impact factor of publications in its various formats. Citation components are discussed as follows:

Citation Index

Provides access to the network of the articles in the general form. It alphabetically lists the names of all the first authors whose works were cited during the period covered, and tells when and where those works were originally published. Citation index basically consists of authored cited items, anonymous cited items and patents cited.

Citation Index (Author)

Cited Articles are arranged by Author surname alphabetically and first author of a cited item appears only once in the citation index. Other bibliographic information of a cited item includes Year, Journal Title Abbreviation, Vol, and Start Page followed by bibliographic information of citing item includes the Source Author

name, Journal Title, Vol, Page, Year and Code type of the Source item (Review, Note, Letter, Editorial, Meeting etc). Where two or more cited items are listed without interruption by any citing source item it means that they were each cited by the author(s) of the citing source item(s) that follow.



Functions of Citation Indexes

[a] Find papers that cite earlier papers

Citation indexing is a way to look forward in the literature from the starting point of a particular paper or group of papers. This is a different and complementary approach to ordinary word-based literature searching, which looks backward in the literature from the present time. For example, if you have an excellent paper on a particular topic that was published in 1992, you can use Science Citation Index (via Web of Science) to find papers published after 1992 that cited that paper. Citation implies a direct subject relationship between the papers. So, by searching for later papers citing your known paper, you can find more documents on the same or similar topic without using any keywords or subject terms.

[b] Find out how many times my papers have been cited. Determine h-index

The h-index is a measure of "citedness" as a surrogate for productivity and impact. It is the number of articles h in a group of publications N that have received h or more citations. For example, an h-index of 20 means that there are 20 items in the selected group N that have received 20 or more citations. It is like a median and useful because it discounts the disproportionate weight of highly cited and uncited papers that would skew a mean. However, the h-index will vary considerably depending on a person's number of credited publications and the length of time they've been active: older and more prolific authors will usually have higher h-indexes than younger or less prolific authors. If you want to compare your h-index to someone else's, you need to use the same methodology to calculate them and then normalize the values by dividing them by a second factor, e.g. years since PhD. The standard caveats apply when using h-indexes in personnel and funding decisions.

[c] Determine which are the "best" journals in my field

Citation data have long been used to rank journals within particular subject areas, usually based on the **ISI Impact Factor**. The impact factor is a numerical ratio of the total number of citations a journal receives in Web of Science Source Journals in one year to the total number of "citable" articles it published in the previous two years. It is useful to see how journals perform in relation to others in the same subject area. It is

not useful in comparing journals across subject areas, and the number taken out of this context is essentially meaningless. Impact factor can also vary based on the number and types of articles a journal publishes. Review articles tend to be more heavily cited than full papers or communications, so journals and annuals that publish mostly reviews will often have high impact factors. Journals that publish only a few articles in a given year may also have disproportionately high impact factors. Similarly, one very highly cited paper can skew a journal's impact factor.

[d] Verify old and obscure references

Sometimes you'll run across a mysterious reference, and you won't be able to determine what it's referring to. By searching that reference as a "cited reference" in Web of Science, you may find other, more complete citations that might solve the mystery. It doesn't matter how old the mystery item is -- if someone has cited it will show up in the Citation Index.

Conclusion

Citation Index is a complete solution to scientific literature search and at present it is available online with data search and has a wider acceptance through Web of Science. It is a bibliographic database which has a software package that calculates the impact factor of the selected journals. Online version enables searchers to locate recent articles which cite earlier published work and saves time and money by eliminating the need to acquire and search discipline-oriented indexes. Citation index for specific language is needed to be constructed. Evaluation of the work of any scientist and of the journals covering specific areas of science is possible through Citation Index by distilling the credits with the established norms. Citation index needs to be upgraded from time-to time by creating and designing it for specific subject using latest technology and manual efforts.



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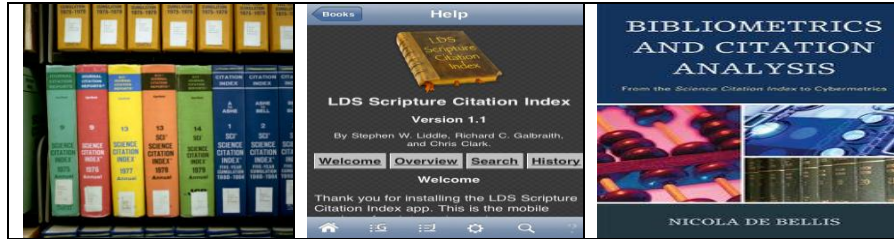
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Quotation, n: The act of repeating erroneously the words of another.
Ambrose Bierce

Research Paper

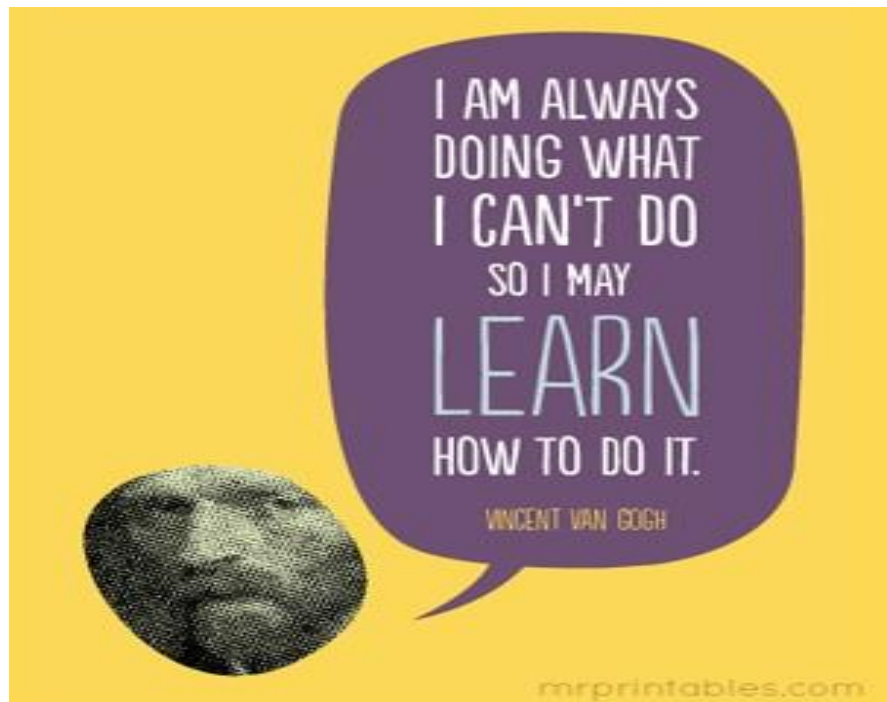
PUBLISHING A

Research Paper

A Panoramic View

Chapter 11

Ms Rachel Priya



Provides a bird's eye view of the structure of a research paper and a detailed and comprehensive discussion of each stage of a paper by way of anatomy of the paper.

Silver Jubilee 2018 Publications



Structure of a Research Paper

KEYWORDS

Chapter – 11 :: Structure of a Research Paper

Format
Abstract
Research paper anatomy
Conflicts of interest
Research hypothesis
Structured abstract
Data analysis
In-house reviewer

RESEARCH PAPER FORMAT





Structure of a Research Paper

Introduction

Writing, editing, and publishing the paper is the last step in the research process. The paper tells the story of the project from inception, through the data-collection process, statistical analysis, and discussion of the results. Novice authors often struggle with writing and often find themselves with either nothing on paper or a weighty version of random thoughts. After deciding what topic the scholar will be writing about, the next thing he/she should pay attention to is the scope of the paper. The broader your topic is, the more difficult it is to discuss your topic in full details. This is why it is always better to establish before hand the scope and limitations of the paper and this will be the foundation of a good research paper outline. The process of writing the paper should be analogous to the research process. This chapter describes and provides a template for the essential sections and features of a scientific report (structured abstract, introduction, hypothesis, methods, results, discussion, and conclusions), describes authorship guidelines that have been established by professional societies, and discusses the importance of adequate and correct references.



Bird's Eye View

An article or a paper usually follows the most generic format.

Introduction, Methods, Results, and Discussion are mnemonic for the major components of a scientific research paper. These elements are included in the overall structure outlined below.

I. The Title Page

- Title: Tells the reader what to expect in the paper.
- Author(s): Most papers are written by one or two primary authors. The remaining authors have reviewed the work and/or aided in study design or data analysis (International Committee of Medical Editors, 1997). Check the Instructions to Authors for the target journal for specifics about authorship.
- Keywords [according to the journal]
- Corresponding Author: Full name and affiliation for the primary contact author for persons who have questions about the research.
- Financial & Equipment Support [if needed]: Specific information about organizations, agencies, or companies that supported the research.
- Conflicts of Interest [if needed]: List and explain any conflicts of interest.

II. Abstract: “Structured abstract” has become the standard for research papers (introduction, objective, methods, results and conclusions), while reviews, case reports and other articles have non-structured abstracts. The abstract should be a summary/synopsis of the paper.

III. Introduction: The “why did you do the study”; setting the scene or laying the foundation or background for the paper.

IV. Methods: The “how did you do the study.”
Describe the --

- Context and setting of the study
- Specify the study design
- Population (patients, etc. if applicable)
- Sampling strategy
- Intervention (if applicable)
- Identify the main study variables
- Data collection instruments and procedures
- Outline analysis methods

V. Results: The “what did you find” --

- Report on data collection and/or recruitment

- Participants (demographic, clinical condition, etc.)
- Present key findings with respect to the central research question
- Secondary findings (secondary outcomes, subgroup analyses, etc.)

VI. Discussion: Place for interpreting the results

- Main findings of the study
- Discuss the main results with reference to previous research
- Policy and practice implications of the results
- Strengths and limitations of the study

VII. Conclusions: [occasionally optional or not required]. Do not reiterate the data or discussion. Can state hunches, inferences or speculations. Offer perspectives for future work.

VIII. Acknowledgements: Names people who contributed to the work, but did not contribute sufficiently to earn authorship. You must have permission from any individuals mentioned in the acknowledgements sections.



Anatomy of an Academic Research Paper

[a] Title

A good title is important for several reasons. The title alerts the reader to the topic of your paper. A well written or phrased title creates curiosity and draws readers to investigate the substance of your paper. However, the main function of the title is to describe your research. Titles should describe the research succinctly; long titles provide no advantage. The title should avoid overstating what resides within and of course should avoid marketing themes. As with any part of the research paper, research and read other titles on a similar topic. Make note of the wording, length, and syntax. The title tells the reader what to expect in the paper and thus whether the paper really pertains to his literature-search. Respect the reader: briefly, but clearly, explain the paper's content in the title.

[b] Authors

It may seem self-evident who the authors of a paper are, but authorship has become an issue of concern in recent years. Research across disciplines has become a funding priority and also leads to one paper having numerous authors. Unfortunately, politics also appears to play a major role. From a practical standpoint, most papers are written by 1 or 2 primary authors. The remaining authors have reviewed the work and/or aided in study design or data analysis. Frequently, other members of a research group are included as authors because of their positions and the pressure to publish in pursuit of promotion and tenure. The following provides the general guidelines in deciding the valid authorship.

Principles and Rationale for Authorship	
Principle	Rationale
1. Each author must have participated sufficiently in the research represented by the report to take public responsibility for the content.	An author must be able to defend the content of the report, including the data and other evidence and the conclusions based on them. The author must also be willing to publicly concede errors of fact or interpretations discovered after publication of the report and state the reason for the error.
2. Participation must include 3 steps: (a) conception or design of the research and/or analysis and interpretation of the data; (b) drafting the report or revising it for critically important content; and (c) final approval of the published version.	Authors cannot publicly defend the intellectual content of the report unless they understand its origins (conception) and can testify to the validity of its argument (critical analysis of evidence). Authors must have sufficient involvement in writing the report to be able to defend it as an accurate report of the research that led to it.
3. Participation solely in the collection of data (or other evidence) does not justify authorship.	Data and other evidence may be gathered by persons who know little or nothing of the steps critical to the main intellectual substance. Such persons cannot take public responsibility for the main elements of a report; they could testify only to the validity of elements of evidence and not to how those elements support the report's arguments and conclusions. Persons for whom

	authorship is not justified may be named in the report's acknowledgements section.
4. Each part of the report that is critical to its main conclusions and each step in the research that led to its publication must be attributable to at least one author.	Each element of the report that is vital to its conclusions must be publicly defensible or the report's validity is open to question. Therefore, the authorship of a report must include one or more persons able to defend any of its critical vital elements.
5. Persons who have contributed intellectually to the report but whose contribution does not justify authorship may be named in the acknowledgements section and their contributions described. You must obtain permission from persons you wish to mention in the acknowledgements section.	Unless solely responsible for all the report represents, authors should indicate who provided intellectual assistance and the nature of that assistance. Technical assistance includes building equipment, collecting data, locating and abstracting literature, and work in preparing the manuscript that is not intellectual work on its scientific content.

It is also a good habit to ask only co-authors who have met those standards. Determining the order in which to list the authors may be simple or complex. Generally speaking, the individual responsible for the majority of the work is the first author. Authors are then listed in order of contribution. The exception to that rule is the last author listed; in many instances the senior author is listed last. The senior author is often the most experienced member of the group, the administrative leader, and/or the person who directs or is responsible for funding at the facility where the research was done.

[c] Key Words

The key words cannot be picked simply at the author's discretion; it is necessary to search all fields (ie, the titles, abstracts, journal names, journal volumes/numbers/page numbers) in order not to miss documents of interest, and since all the key words appear in the title and abstract.

[d] Corresponding Author

The title page should give the full name and affiliation of each author and specify which the corresponding author is; the

corresponding author is the primary contact for the journal's editorial office and the contact person for individuals who have questions about the research. If the corresponding author is at an academic institution, list his or her full name (including middle initial), professional or postgraduate degree, title, department, university (if applicable), mailing address, telephone number, assistant's name and telephone number, facsimile number, and e-mail address. If the corresponding author is at a company, list his or her full name (including middle initial), professional or postgraduate degree, title, department (if applicable), company name, mailing address, telephone number, assistant's name and telephone number, facsimile number, and e-mail address.

[e] Conflicts of Interest

The title page should also list and explain conflicts of interest. The most common conflict of interest is that one of the authors has a financial affiliation with a company that produces one of the products tested or discussed in the research. Explicitly state any affiliations or interests that could be perceived as creating a conflict of interest. However, if there are no such affiliations or interests, there is no need to include a general statement of "innocence" such as, "The authors have no financial affiliation with any of the organizations or products mentioned in this report."

[f] The Abstract

Nearly all journals require that research papers include abstracts. The abstract appears following the title page. Recently, the *structured abstract* (ie, an abstract that has 5 sections: introduction, objective, methods, results, and conclusions) has become the standard for most research articles (whereas reviews, case reports, and certain other types of special articles have nonstructured abstracts). The abstract must accurately reflect the content of the paper; nothing can be included in the abstract that does not appear in the body of the paper. Therefore, it is best to write the abstract *after* a carefully edited your paper is finalized. The abstract is a "just the facts" presentation of your research. The abstract's major emphasis should be the methods and the main results. The introduction or purpose can often be stated in a single sentence. The objective should be stated in one imperative-style sentence. The abstract is a synopsis [but most journals prefer their abstracts to be around 300 words] of the paper, and many readers will never read any more than the abstract, so it is very important that the abstract be absolutely accurate and concisely convey the paper's most important data and conclusions.

[g] Introduction

The introduction section lays the foundation for the paper. Some authors write long, heavily referenced introductions, but most authors save the heavy detail and description of previous related research for the discussion section. The classic introduction is 2 or 3 paragraphs. The first paragraph provides the background information, with a few seminal references. It's not necessary to introduce every paper on the topic in the introduction. Mention the most important references and state the research problem. The second paragraph can elaborate on the importance of the problem and list unresolved issues. The final paragraph describes the rationale for the current study and should contain the *research question* and the *hypothesis*. A common error of novice authors is to forget to include the hypothesis. In the introduction you can include more background information if you think it is imperative to educate the reader, but remember, the reader is busy too, and a long introduction may turn readers away. As a rule, keep the introduction to 3 paragraphs, with the following information:

1. What is the problem or issue? Mention 3/5 of the most important references.
2. What is the importance of the problem or issue? One can include a few recent references here to demonstrate that research is active on the subject.
3. State the research question and hypothesis.

[h] The Methods Section

The methods section should describe in detail how the study was performed. Ideally, after reading your methods section another researcher could duplicate your study. Remember when writing the methods section, it should be clear how your methods will answer the research question and refute or support your hypothesis. Structured methods sections (ie, with subheadings such as 'review of literature', 'research methodology', etc) are popular, and some prestigious journals, which have limited print space, provide an expanded, online methods section. The number of subheadings in the methods section depends on the type of paper.

[i] Data Analysis

Data analysis is another part of research where novice authors often stumble. First, be clear that even some of the most prolific authors are "statistically challenged." Get help from a mentor regarding statistics before you finish the protocol and meet with them regarding data collection.

Consulting a statistician early is well worth the time and expense. The data analysis section should describe how data were handled, what statistical tests were done, and what p value was deemed to indicate a statistically significant difference. If necessary, explain why the statistical tests you selected were appropriate. Citing a reference for the appropriate statistical test is a good idea, if one is available, as it helps limit questions from the reviewers.

[j] The Results Section

Though it may seem self-explanatory that the results section should include *only* the results, many authors place opinion and discussion in the results. The results section should simply state the findings, without bias or interpretation. If the methods section has listed experiments in order, the results section should follow the same sequence. At the very least the results should be provided in a logical sequence, often along the time line of the study. For instance, the results of the baseline measurement period should be presented prior to the results obtained after the intervention. The results section lends itself to any number of potential constructs. Use tables or graphs to represent large volumes of data. If you use a table or graph, don't repeat the information in the paragraph. Try to keep tables to a single page. If that is not possible, consider dividing up the data among multiple tables (split along the experimental time line) or using graphs. The results section should be written in the past tense. Major mistakes in the results section include: failure to provide the data that is critical to answering the research question; adding interpretation to the findings; and failure to address the statistics. If in the methods section you listed the statistical tests and the p value that was deemed to indicate a statistically significant difference, don't forget to address those in the results section.

[k] The Discussion Section

When starting the discussion consider the research question first. You posed the research question, explained your methods for answering it, and provided the results; now answer the question. The discussion is the place for interpreting the results. Use the statistical results to make conclusions regarding the research question. In other words, if the hypothesis is statistically confirmed by the results, what does that mean? The discussion is usually the easiest section to write, and there is no "magic formula." The most common mistake in the discussion section is overstating the findings.

The reader should easily follow the research question through the methods, results, discussion, and to the conclusion. As a good test, read your hypothesis and conclusion out loud. If you do not see an obvious logical connection between the two, there is a problem. The preponderance of references should be cited in the discussion section. A few historical references may be helpful for perspective. Most of the references should be recent and aid in the interpretation of your results. If a report you cited disagrees with your findings, clearly explain why.

The discussion section is your chance to review the current knowledge and explain how your study's findings add to the body of knowledge. You can provide opinion as long as you identify it as such.

[l] The Conclusions Section

Many journals require a conclusions section. State your conclusions in clear, simple language. Do not reiterate the data or the discussion. Then you can state your hunches and inferences, making very clear that they are speculation only. Finally, in the conclusions section you should indicate what research questions should be answered next.

[m] Acknowledgements

The acknowledgements section names people who contributed to the work but did not contribute sufficiently to earn authorship. Such individuals may include an in-house reviewer, data-collection personnel, statistical consultant, or typist. You must have permission from any individuals mentioned in the acknowledgements section. Do not make long dedications; keep acknowledgements short and to the point. Statements about financial support of the research and conflicts of interest should *not* be mentioned in the acknowledgements section, but on the title page.

[n] Summary

Writing a research paper requires patience and practice. There are some simple rules that can assist the novice author in constructing a paper, and there are common pitfalls to be avoided. One should bear in mind that the proper planning of a study is the best way to avoid problems at the writing stage. No amount of clever writing can cover for poor study design or execution.

Conclusion

Basically, a standard research paper constitutes three main parts namely the Introduction, the Body and the Conclusion. A scholar

is supposed to get familiarize himself/herself with a specific format, if any, required/expected by the different journals. These formats may vary from journal to journal in general and again within a group of any specific area, viz., applied psychology. Once the scholar identifies any specific journal for publishing his/her research article, he/she should ascertain the format which is preferred by the editorial board of such journal. This proactive approach would save a lot of energy and time for the scholar.



"Somewhere, something incredible is waiting to be known."

Carl Sagan

Research Paper

PUBLISHING A

Research Paper

A Panoramic View

Chapter 12

C Anoop Nair



Explains the various types of plagiarism, strategies for avoiding the plagiarism and provides an elaborate illustrative examples of plagiarism. Online exercise on plagiarism is available.

Silver Jubilee 2018 Publications

KEYWORDS

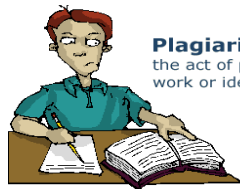
Chapter – 12 :: Plagiarism @ Research

Plagiarism
Accidental plagiarism
Plagiarism avoiding strategies
Implicit contract
Academic integrity
Plagiarism avoiding strategies
Ghost writer
Potluck paper
Labour of laziness
Self-stealer





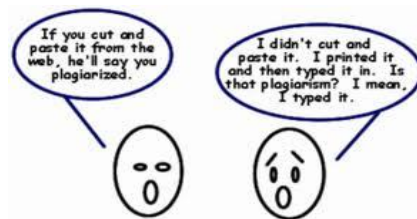
Plagiarism @ Research



Plagiarism:
the act of presenting another's
work or ideas as your own.

What is plagiarism?

Plagiarism is the act of taking another person's writing, conversation, song, or even idea and passing it off as your own. This includes information from web pages, books, songs, television shows, email messages, interviews, articles, artworks or any other medium. Whenever you paraphrase an internal, in-text, or parenthetical citation refers to the practice of giving credit to an author, singer, or speaker by citing their words/ideas within your paper. This internal citation is then *referenced* at the end of your paper, summarize, or take words, phrases, or sentences from another person's work, it is necessary to indicate the source of the information *within your research paper* using an internal citation. It is not enough to just list the source in a bibliography at the end of your paper. Failing to properly quote, cite or acknowledge someone else's words or ideas with an internal citation is plagiarism. Whether you copy from a published essay, an encyclopedia article, or a paper from a fraternity's files, you are plagiarizing. If you do so, you run a terrible risk. You could be punished, suspended, or even expelled.



Types of Plagiarism

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying"

and "borrowing" can disguise the seriousness of the offense. In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing the our audience with the information necessary to find that source, is usually enough to prevent plagiarism. The following illustrate the types of plagiarism:

[A] Sources Not Cited

1. **"The Ghost Writer"**
The writer turns in another's work, word-for-word, as his or her own.
2. **"The Photocopy"**
The writer copies significant portions of text straight from a single source, without alteration.
3. **"The Potluck Paper"**
The writer tries to disguise plagiarism by copying from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing.
4. **"The Poor Disguise"**
Although the writer has retained the essential content of the source, he or she has altered the paper's appearance slightly by changing key words and phrases.
5. **"The Labor of Laziness"**
The writer takes the time to paraphrase most of the paper from other sources and make it all fit together, instead of spending the same effort on original work.
6. **"The Self-Stealer"**
The writer "borrows" generously from his or her previous work, violating policies concerning the expectation of originality adopted by most academic institutions.

[B] Sources Cited

1. **"The Forgotten Footnote"**
The writer mentions an author's name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
2. **"The Misinformer"**
The writer provides inaccurate information regarding the sources, making it impossible to find them.
3. **"The Too-Perfect Paraphrase"**
The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.
4. **"The Resourceful Citer"**
The writer properly cites all sources, paraphrasing and using

quotations appropriately. The catch? The paper contains almost no original work! It is sometimes difficult to spot this form of plagiarism because it looks like any other well-researched document.

5. **"The Perfect Crime"**

Well, we all know it doesn't exist. In this case, the writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his or her own analysis of the cited material.



Accidental plagiarism.

This is when you accidentally, through carelessness or lack of skill, use another person's words without acknowledging it. This can happen for several reasons:

1. you do not know that you must not copy a person's words directly;
2. you do not have the skill for expressing another person's ideas in your own words;
3. you do not know the correct systems for indicating that you are using another person's words or ideas;
4. when you take notes from a book or journal, you copy out some sections and do not make this clear in your notes. Later when you re-read the notes, you forget that they are not your words or ideas;
5. you forget to acknowledge another person's words or ideas;
6. you do not have time to include the acknowledgments and list of references;
7. you feel your written work is not good enough;
8. you borrow your friend's notes, not realising that some of the words are plagiarised.

WHAT IS PLAGIARISM?

Deliberate Plagiarism

- Rewriting from books or articles
- copying & pasting from web pages and online sources to create a patchwork writing
- buying, downloading, or borrowing a paper



Accidental Plagiarism

- not knowing when & how to cite
- not knowing how to paraphrase or summarize
- not knowing what "common knowledge" is
- recycling an old paper

How to Avoid Plagiarism?

[Adapted from: <http://www.lib.usm.edu/legacy/plag/quoting.php>]

Quoting involves using exact words, phrases and sentences from a source, setting them off with quotation marks, and citing where the information was taken from.

Below is a passage taken from Leslie Berestein's article "Healthy or Not, the Hookah Habit is Hot," which appeared in the January 27, 2003 issue of *Time* magazine, volume 161, issue 4.

For centuries, men in the Middle East have gathered around hookahs to puff fruit-scented smoke, talk and pass the time. In the West, however, the water pipe became synonymous with drug culture in the 1960s, an association that lingers. But in the past couple of years, the hookah has been resurrected in youth-oriented coffeehouses, restaurants and bars, supplanting the cigar as the tobacco fad of the moment.

Following example is considered plagiarism of this passage:

Example: [A]

Men in the Mid East have used hookahs to puff smoke for centuries. The "hookah" has been resurrected today in coffeehouses, restaurants and bars "supplanting the cigar as the tobacco fad of the moment."

Reasons:

Notice the writer of this passage liberally borrows words, phrases and parts of sentences from the Berestein passage (even quoting parts) but gives no indication of where the information came from. Even if the Berestein book is cited at the end of the paper in the bibliography, there is no indication that this particular passage came from the book. This information has been stolen or plagiarized from Berestein.

Following examples are considered acceptable quotations from this passage:

Example:[B]

According to Leslie Berestein (2003), the Middle Eastern water pipe known as the hookah recently "has been resurrected in youth-oriented coffeehouses, restaurants and bars, supplanting the cigar as the tobacco fad of the moment" (p. 10).

Reasons:

The writer uses American Psychological Association (APA) style to cite the author Berestein by introducing the quotation with the phrase "**According to Berestein**". The **(10)** at the end of the quoted passage indicates the page number from which the quote was taken in the Berestein book. A reference list at the end of your paper would list the complete citation for the Berestein book.

Example:[C]

The Middle Eastern water pipe known as the hookah has recently "been resurrected in youth-oriented coffeehouses, restaurants and bars, supplanting the cigar as the tobacco fad of the moment" (Berestein 10).

Reasons:

In this example, the writer cites the source using the Modern Language Association (MLA) style, with the author's name and page number cited at the end of the quote.

Example:[D]

The Middle Eastern water pipe known as the hookah recently "has been resurrected in youth-oriented coffeehouses, restaurants and bars, supplanting the cigar as the tobacco fad of the moment."¹

Reasons:

Here, the writer uses Turabian style to reference the author, by marking the cited source with a footnote/endnote number. A footnote or endnote will appear later in the paper (either at the bottom of the page or the end of the paper) containing the complete citation for the author, including the page number.

Notice that in each of these examples, the writer quotes Berestein's words *exactly* as it was given within the sentence. Whenever you quote someone else's words, you have to write them exactly as they originally appear.



Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

4. Cite every piece of information that is not a) the result of your own research, or b) common knowledge. This includes opinions, arguments, and speculations as well as facts, details, figures, and statistics.

5. Use quotation marks every time you use the author's words. (For longer quotes, indenting the whole quotation has the same effect as quotation marks.)

6. At the beginning of the first sentence in which you quote, paraphrase, or summarize, make it clear that what comes next is someone else's idea:

- According to Smith...
- Jones says...
- In his 1987 study, Robinson proved...

7. At the end of the last sentence containing quoted, paraphrased, or summarized material, insert a parenthetical citation to show where the material came from:

The *St. Martin's Handbook* defines plagiarism as "the use of someone else's words or ideas as [the writer's] own without crediting the other person" (Lunsford and Connors 602).

(Notice the use of brackets to mark a change in the wording of the original.)



Consequences of Plagiarism

The major consequence of plagiarism is that people who engage in it hurt themselves. Good research and writing involve a host of skills: for a start, evaluating sources, taking careful notes, selecting appropriate quotations, paraphrasing and giving credit to others for their ideas and words. Scholars who plagiarize may never learn these skills, and future life can be difficult without them. Of course people who engage in plagiarism also hurt others: their colleagues, peers, colleges and university they attend. At the very least, turning in plagiarized work is unfair to scholars who do their own work. It also jeopardizes the integrity of the grading/evaluating system. Whether detected or not, plagiarism violates the implicit contract of the academic fraternity: that scholars and supervisors are working together to help each other learn knowledge and skills that will enable them to fulfill their potential.

Plagiarism also undermines the whole notion of academic integrity on which the academic world is grounded. All knowledge depends on previous knowledge; as Sir Isaac Newton said, "If I have seen further [than certain other men] it is by standing upon the shoulders of giants". We want people to be able to evaluate what we say, and we want to acknowledge our debt to those whose thinking has helped us. We do so by carefully crediting others for their ideas and their words.

Remember

You should provide a reference whenever you paraphrase or quote from another source in your work.

The following discussions and examples are cited from:

Lunsford, Andrea, and Robert Connors. *St. Martin's Handbook*. 3rd. ed. New York: St. Martin's Press, 1995.

Avoiding two common forms of accidental plagiarism

1. Paraphrases with no citation

Because a paraphrase is supposed to contain all of the author's information and none of your own commentary, a paraphrase with no citation is an example of plagiarism. The *St. Martin's Handbook* defines an appropriate paraphrase as follows:

A **paraphrase** accurately states all the relevant information from a passage *in your own words and phrasing*, without any additional comments or elaborations [it] always restates *all* the main points of the passage in the same order and in about the same number of words. (Lunsford and Connors 596)

Lunsford and Connors go on to give two examples of unacceptable paraphrases: one that uses the author's words, and one that uses the author's sentences structures (597).

Lunsford and Connors also state that "even for acceptable paraphrases you must include a citation in your essay identifying the source of the information" (597). This point is crucial: *without the information about the source, an appropriate paraphrase becomes plagiarism*.

Even if you have avoided using the author's words, sentences structure, or style, **an unattributed paraphrase is plagiarism because it presents the same information in the same order.**

2. Misplaced citations

If you use a paraphrase or direct quotation, it is important to place the reference at the very end of all the material cited. Any quoted, paraphrased, or summarized material that comes *after* the reference is plagiarized: it looks like it is supposed to be your own idea.

This is one reason why accurate notetaking is so important; it is possible to forget which words are yours and which are the original writers.

Original source:

Paraphrasing material helps you digest a passage, because chances are you can't restate the passage in your own words unless you grasp its full meaning. When you incorporate an accurate paraphrase into your essay,

you show your readers that you understand that source. (Lunsford and Connors 596)

Plagiarism (misplaced citation):

Lunsford and Connors say that paraphrasing is useful because "[p]araphrasing material helps you digest a passage, because chances are you can't restate the passage in your own words unless you grasp its full meaning" (596). When you incorporate an accurate paraphrase into your essay, you show your readers your understanding of that source.

The reader would logically assume that the sentence following the citation is your own comment on the quotation, when it is actually part of the original quote.

Finally, a point about multiple citations from the same source: cite them all individually. It is not adequate to give one citation at the end of the paragraph for a bunch of individual points abstracted from a source.

Parenthetical citations are intended to make citing your sources easy to do; don't be shy about using them.

Example of acceptable paraphrase: putting the idea in your own words

Taken from **Lunsford and Connors 597-98**. Key words and phrases in the original are in boldface. The changes in wording and sentence structure in the paraphrase are underlined.

Original

But **Frida's outlook was vastly different** from that of the Surrealists. Her art was not the **product of a disillusioned European culture** searching for an **escape from the limits of logic** by **plumbing the subconscious**. Instead, **her fantasy was a product of her temperament, life, and place**; it was a way of **coming to terms with reality**, not of **passing beyond reality** into another realm.

Hayden Herrera, *Frida: A Biography of Frida Kahlo* (258)

Paraphrase

As Herrera explains, Frida's surrealist vision was unlike that of the European Surrealists. While their art grew out of their disenchantment with society and their desire to explore the subconscious mind as a refuge from rational thinking, Frida's vision was an outgrowth of her own personality and life experiences in Mexico. She used her surrealist

images to understand better her actual life, not to create a dreamworld (258).



The following discussions and examples are cited from:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism**:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.

- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she

would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism even if the writer cites in her own text the source of the phrases or sentences she has quoted.

The following discussions and examples are cited from:
<http://www.ccc.commnet.edu/mla/plagiarism.shtml>

Some More Examples

The original text from Elaine Tyler May's "Myths and Realities of the American Family" reads as follows:

Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.

Here are some possible uses of this text. As you read through each version, try to decide if it is a legitimate use of May's text or a plagiarism.

Version A:

Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for child care remain woefully inadequate in the United States.

Plagiarism: In Version A there is too much direct borrowing of sentence structure and wording. The writer changes some words, drops one phrase, and adds some new language, but the overall text closely resembles May's. Even with a citation, the writer is still plagiarizing because the lack of quotation marks indicates that Version A is a paraphrase, and should thus be in the writer's own language.

Version B:

As Elaine Tyler May points out, "women's wages often continue to reflect the fiction that men earn the family wage" (588). Thus many single mothers cannot support themselves and their children adequately.

Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate." (May 589).

Plagiarism: The writer now cites May, so we're closer to telling the truth about the relationship of our text to the source, but this text continues to borrow too much language.

Version C:

By and large, our economy still operates on the mistaken notion that men are the main breadwinners in the family. Thus, women continue to earn lower wages than men. This means, in effect, that many single mothers cannot earn a decent living. Furthermore, adequate day care is not available in the United States because of the mistaken assumption that mothers remain at home with their children.

Plagiarism: Version C shows good paraphrasing of wording and sentence structure, but May's original ideas are not acknowledged. Some of May's points are common knowledge (women earn less than men, many single mothers live in poverty), but May uses this common knowledge to make a specific and original point and her original conception of this idea is not acknowledged.

Version D:

Women today still earn less than men — so much less that many single mothers and their children live near or below the poverty line. Elaine Tyler May argues that this situation stems in part from "the fiction that men earn the family wage" (588). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (589).

This assumption, in my opinion, does not have the force it once did. More and more businesses offer in-house day-care facilities. . . .

No Plagiarism: The writer makes use of the common knowledge in May's work, but acknowledges May's original conclusion and does not try to pass it off as his or her own. The quotation is properly cited, as is a later paraphrase of another of May's ideas.



Strategies for Detection

There are some tell-tale signs that a passage, paper, article, etc have been plagiarized. These include:

- mixed citation styles
- no references or quotations
- missing references
- bibliography entries that have not been cited
- strange formatting
- anachronisms
- datedness
- sharp shifts in style

Research Paper
Run papers, passages, etc., that displays any of these features through one of the plagiarism detection services.

Bibliography

[A] Weblinks about Plagiarism

[<http://www4.caes.hku.hk/plagiarism/links-explanations.htm>]

[01] From Purdue University (US) explanation, advice and exercises on avoiding plagiarism.

Part of the excellent OWL collection at Purdue:

<http://owl.english.purdue.edu/owl/resource/589/01/>

[02] From Bath University (UK) a description of plagiarism, why it is wrong and how it is detected: <http://www.bath.ac.uk/library/plagiarism/>

[03] From the University of Melbourne (Australia) a discussion of academic honesty:

<http://academichonesty.unimelb.edu.au/advice.html>

[04] From Leeds University (UK) a comprehensive guide to plagiarism:

<http://www.ldu.leeds.ac.uk/plagiarism/>

[05] From Iowa State University (US) a description of types of academic dishonesty:

<http://www.lib.iastate.edu/commons/resources/facultyguides/plagiarism/dishonest.html>

[06] Also from Iowa State University a useful checklist for avoiding plagiarism:

<http://www.lib.iastate.edu/commons/resources/facultyguides/plagiarism/checklist.html>

[07] From Miguel Roig at St John's University (US) a discussion of issues related to plagiarism with a specific focus on writing for scientists:

<http://facpub.stjohns.edu/~roigm/plagiarism/>

[08] From the University of Pretoria (South Africa) the dos and don'ts of avoiding plagiarism:

<http://upetd.up.ac.za/authors/create/plagiarism/avoid.htm>

[B] Online Exercises about Plagiarism and Academic Dishonesty

[<http://www4.caes.hku.hk/plagiarism/links-exercises.htm>]

[01] From Iowa State University (US)

<http://www.lib.iastate.edu/commons/resources/facultyguides/plagiarism/exercise.html>

[02] From Georgia State University (US)

<http://www2.gsu.edu/~geotel/plagiarism.html>

[03] From Cardiff University (Wales)

<https://ilrb.cf.ac.uk/plagiarism/exercise/index.html>

<https://ilrb.cf.ac.uk/plagiarism/exercise/index.html>

<https://ilrb.cf.ac.uk/plagiarism/whentocite/index.html>

[04] From the Institute of Technology New Jersey, (US)
<http://www.library.njit.edu/howto/citations/plagiarism-exercise.cfm>

[05] From Purdue University (US)
<http://owl.english.purdue.edu/owl/resource/589/04/>

[06] From University of Canterbury (NZ)
http://www.canterbury.ac.nz/student/elsp/plagiarism_excerise.shtml

[07] From Leeds University (UK) -use any name and group
<http://www.qmark.leeds.ac.uk/q/open.dll?SESSION=8560829788531072>

[08] From Western Washington University (US)
<http://www.library.wvu.edu/ref/subjects/govinfo/twain.htm>

[09] From Roehampton University (UK)
<http://www.roehampton.ac.uk/educationaldevelopment/learning/plagiarism%201.doc>

[10] From Indiana University (US)
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

[11] From St John's University (US)
[http://facpub.stjohns.edu/~roigm/plagiarism/Paraphrasing 20exercise.html](http://facpub.stjohns.edu/~roigm/plagiarism/Paraphrasing%20exercise.html)

[12] From Thomson Learning
http://www.wadsworth.com/english_d/special_features/plagiarism/avoiding_exercise.html



“Nothing is said which has not been said before.”
Terence

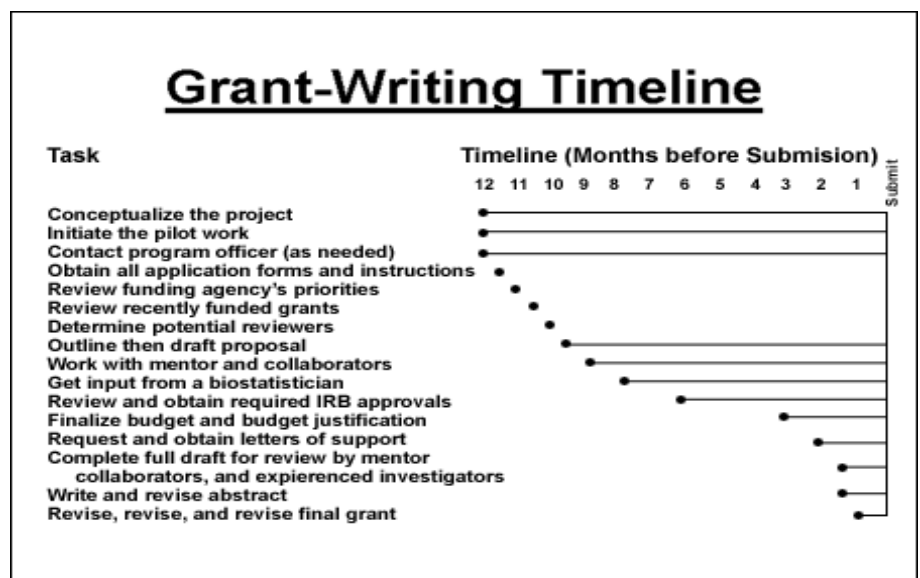
PUBLISHING A

Research Paper

A Panoramic View

Chapter 13

Ms P Kokila



A systematic and highly methodological approach is provided by suggesting an elaborate timeline for writing a paper – from planning to publishing.

Silver Jubilee 2018 Publications

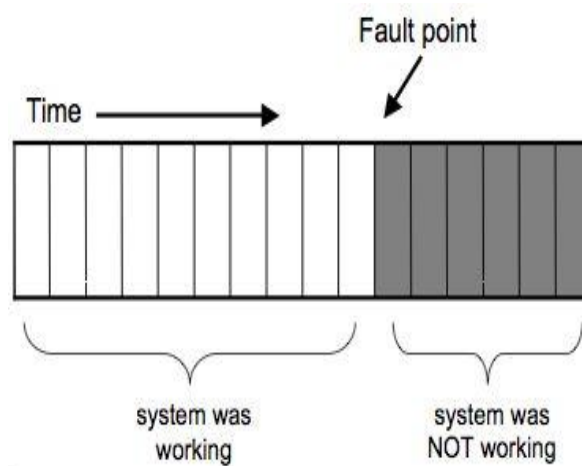


Writing a Paper : Timeline

KEYWORDS

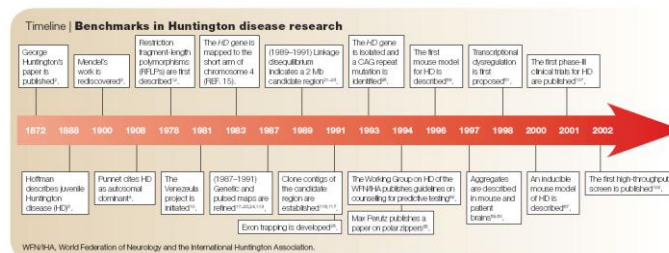
Chapter – 13 :: Writing a Paper : Timeline

Time line
Backward planning
Rewriting
Drafts
Pre-write
Bibliography
Citation
Internet queries





Writing a Paper :: Timeline



Introduction

Writing a research paper is naturally a time-bound exercise – conception to publishing. Research papers come in many sizes and levels of complexity. There is no single set of rules that fits every research assignment, but there are guidelines one should follow to keep oneself on track throughout the weeks as one attempts to prepare, research and write. A research scholar should complete a research job, irrespective of the size, in stages, so one must plan ahead and provide sufficient time to complete every stage of the research exercise. The following suggestion may help a scholar in planning and executing the job on time and also successfully.



Plan, Plan & then Plan

Note down somewhere to notice up. First step is to write down the due date for your research paper on a big wall [academic!]

calendar, in a planner, and in an electronic calendar. It is always important and useful to plan backward from that due date to determine when you should have your library work completed. A good rule of thumb is to spend:

- Stage I :: Fifty percent of your time researching and reading
- Stage II :: Ten percent of your time sorting and marking your research
- Stage III :: Forty percent of your time writing and formatting

[A] Timeline for Stage I

- 1 week for short papers with one or two sources
- 2-3 weeks for papers up to ten pages
- 2-3 months for a thesis

It's important to get started right away on the first stage. In a perfect world, we would find all of the sources we need to write our paper in our nearby library. In the real world, however, we conduct Internet queries and discover a few perfect books and articles that are absolutely essential to our topic—only to find that they are not available in the local library.

The good news is that you can still get the resources through an interlibrary facility. But that will take time. This is one good reason to do a thorough search early on with the help of a reference librarian.

Give yourself time to collect many possible resources for the research project. A scholar will soon find that some of the books and articles he chooses don't actually offer any useful information for a particular topic. A scholar has to necessarily make a few trips to the library. Nothing will be completed in just one visit.

It is pertinent to discover that a scholar will find additional potential sources in the bibliographies of first selections. Sometimes the most time consuming task is eliminating potential sources.

[B] Timeline for Stage II

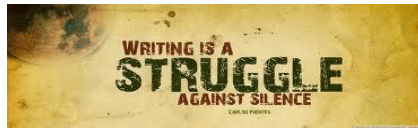
- 1 day for a short paper
- 3-5 days for papers up to ten pages
- 2-3 weeks for a thesis

You should read each of your sources at least twice. Read your sources the first time to soak in some information and to make notes on research cards.

Read your sources a second time more quickly, skimming through the chapters and putting sticky note flags on pages that contain important points or pages that contain passages that you want to cite. Write key words on the sticky note flags.

[C] Timeline for Stage III

- Four days for a short paper with one or two sources
- 1-2 weeks for papers up to ten pages
- 1-3 months for a thesis



Write, Write & Rewrite

One doesn't really expect to write a good paper on the first attempt.

Scholar is supposed to expect to pre-write, write, and rewrite several drafts of the paper. One should have to rewrite the thesis statement a few times, as the paper takes shape.

Don't get held up writing any section of the paper—especially the introductory paragraph. It is perfectly normal for scholars to go back and complete the introduction once the rest of the paper is completed.

The first few drafts don't have to have perfect citations. Once a scholar begins to sharpen the work and he/she is heading toward a final draft, the citations should be revisited to narrow down and be highly focussed. Make sure the bibliography contains every source used in / referred to in the research exercise.

Ultimately what a scholar gets! A great scholastic satisfaction when the exercise is completed on time and, that too with an appreciative quality.



"Men talk of killing time, while time quietly kills them".
Dion Boucicault

Research Paper

PUBLISHING A

Research Paper

A Panoramic View

Chapter 14

V Sai Shanmuga Raja



A very useful and practical tips; explains the intricacies involved in the several stages in preparing a high quality research paper. Budding research scholars would find this very useful and highly informative.

Silver Jubilee 2018 Publications

KEYWORDS

Chapter – 14 :: 100 Tips for Publishing a Paper

Hypothesis
Peer review service
Manuscript planning
References
Cover letter
Modeling description
Data analysis
Experimental design
Lower-tier journal
Acronyms
Endnotes
Bibliography
Reference works
Text formatting
Electronic submissions
Reviewer comments



reader may find them difficult to follow.

010

Team-like spirit is an important attribute that contributes to successful publishing. Welcome advice from those around you with potentially valuable input. No matter how competent you feel, having your work seen through a different lens may help to spot flaws that you were unable to identify.

011

As a final step, after completing your research paper, edit, edit, edit. You need to identify and correct any and all mistakes that you may have made.

012

Short papers are more likely to be read than long ones.

013

Select a descriptive title. Flash and puns are rarely as appealing as they may seem at first. You are better off going simple and descriptive. This will also help you get cited.

014

Focus on the information the readers require when following your experiment, modeling description, or data analysis instead of overloading them with details that might have been important during the study but are irrelevant for them.

015

Your paper should advance a particular line of research. It does not need to answer every remaining question about the topic.

016

If you present your work at an academic conference prior to submitting it for publication, get constructive criticisms from as many potential reviewers as possible.

017

Make sure your paper reads well. A bunch of choppy, simple sentences, while grammatically correct, is unpleasant to read.

018

Clear, concise, and grammatically correct English. Period.

019

Non-native English speakers should ALWAYS try to arrange for a review by a native speaker. If you know someone with excellent proofreading skills and a general knowledge about your research discipline (ex. Biological Sciences), ask them to help you out. If you don't know someone who meets these criteria, use a professional editing service such as that offered at JournalPrep.com. You will save yourself from a great deal of frustration and lost time.

020

Show friends and colleagues your work, including those in different fields of research. Get as much feedback as you can before you submit.

021

The body of the paper supports the central idea and must show a thoughtful, comprehensive study of the research topic; it should be clearly written and easy to follow. It generally includes three main parts: 1) Methodology, 2) Results & Data Analysis, and 3) Discussion.

022

When referencing other papers, do not simply reference work in the same way other papers have. If paper X says that paper Y showed a specific result, check for yourself to ensure that this is true before saying the same thing in your own manuscript. The number of reputable authors who misunderstand their colleagues' findings is shocking.

023



If you are in the process of running a follow-up experiment, write your manuscript in such a way that it begs for that experiment. When reviewers respond and request it you will already have it completed.

PLANNING THE MANUSCRIPT

024

The research paper topic should be unique and there should be a logical reason to study it.

025

Do your homework. Make sure you know what investigators in your field and other fields have published about your topic (or similar topics). There is no substitute for a good literature review before jumping into a new project.

026

Take the time to plan your experimental design. As a general rule, more time should be devoted to planning your study than to actually performing the experiments (though there are some exceptions, such as time-course studies with lengthy time points). Rushing into the hands-on work without properly designing the study is a common mistake made by young researchers.

027

When designing your experiment choose your materials wisely. Look to the literature to see what others have used. Similar products from different companies do not all work the same way. In fact, some do not work at all.

028

Get help. If you are performing research techniques for the first

time, be sure to consult an experienced friend or colleague. Rookie mistakes are commonplace in academic research and lead to wasted time and resources.

029

Know what you want to study, WHY you want to study it, and how your results will contribute to the current pool of knowledge for the subject.

030

Be able to clearly state a hypothesis before starting your work. Focus your efforts on researching this hypothesis. All too often people start a project and are taken adrift by new ideas that come along the way. While ideas are good to note, be sure to keep your focus.

031

Along with keeping focus, know your experimental endpoints. Sometimes data collection goes smoothly and you want to dig deeper and deeper into the subject. If you want to keep digging deeper, do it with a follow-up study.

032

Keep in mind where you might like to publish your study. If you are aiming for a high-impact journal, you may need to do extensive research and data collection. If your goal is to publish in a lower-tier journal, your research plan may be very different.

033

If your study requires approval by a review board or ethics committee, be sure to get the documentation as needed. Journals will often require that you provide such information.

034

If your study involves patients or patient samples, explicit permissions are generally required from the participant or donor, respectively. Journals may ask for copies of the corresponding documentation.



INTRODUCTION

035

Start your article with a comprehensive yet concise literature review of your exact subject and highlight in which way your paper will make a new contribution to the field.

036

Throughout your introduction use the past tense. One exception to this is when you are speaking about generally accepted facts and figures (ex. Heart disease is the leading cause of death...).

037

Avoid using new acronyms. They will simply confuse the readers.

038

The introduction of a research paper is extremely important. It generally presents a brief literature review, the problem and the purpose of your research work. It should be powerful, simple, realistic, and logical to entice the reader to read the full paper.

039

Avoid unnecessarily long paragraphs. Break up your paragraphs into smaller, useful units.

040

Do not be afraid to use headings in your introduction (and discussion).



METHODS

041

Do not over-explain common scientific procedures. For example, you do not need to explain how PCR or Western Blotting work, just that you used the techniques. If you are using a novel technique, then you need to explain the steps involved.

042

Use third person passive tense. For example, "RNA was extracted from the cells." Compare this with, "We extracted RNA from the cells."

043

Be sure to mention from which companies you purchased any significant reagents for your experiments.

044

When in doubt about how to report your materials and methods, look to papers published in recognized journals that use similar methods and/or materials.

045

Do not mention sources of typical labware (beakers, stripettes, pipet tips, cell culture flasks, etc).



RESULTS

046

Make sure your graphs and tables can speak for themselves. A lot of people skim over academic papers.

047

The Results section should contain only results, no discussion.

048

Do not repeat in words everything that your tables and graphs convey. You can, however, point out key findings and offer some text that complements the findings.

049

Be sure to number your figures and tables according to journal guidelines and refer to them in the text in the manner specified by the journal.

050

Clear to read graphs are essential. Do not overload graphs with data. Make sure axis descriptions are not too small.



DISCUSSION

051

Your discussion section should answer WHY you obtained the observed results. Do not simply restate the results. Also address WHY your results are important (i.e. how do they advance the understanding of the topic).

052

If multiple explanations for your results exist, be sure to address each one. You can favor one explanation but be sure to mention alternative explanations, if some exist. If you don't, your reviewers will.

053

If your research findings are suggestive or supportive rather than decisive then make sure to indicate so. NEVER overstate the importance of your research findings. Rather, clearly point to their true significance.

054

Understand the message of your paper. You may discover what the message is only after a literature search, as is occasionally the case for some manuscript types such as case reports.

055

Highlight how your research contributes to the current knowledge in the field and mention the next steps or what remains. Feel free to explain why your results falsify current theories if that is the case.

056

Make sure that your discussion is concise and informative. If you ramble and include a great deal of unnecessary information, your paper will likely get rejected or at least be looked upon less favorably.



CONCLUSIONS & REFERENCES

057

The importance of the conclusions section should not be overlooked. It includes a brief restatement of the other parts of the research paper, such as the methodology, data analysis and results, and concludes the overall discussion. It should be brief, concise, and worth remembering.

058

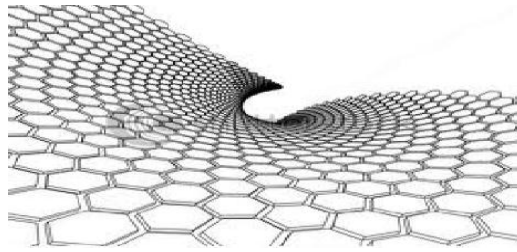
Reference page: All references used as sources of information in your research paper should be mentioned to strengthen your paper and also to avoid your work being considered plagiarized.

059

Failure to include every obscure reference to a topic will NOT prevent publication. What WILL prevent publication is procrastination by insisting on including such references.

060

Use bibliographic software such as EndNote or RefWorks. This will help you format your references section readily when you make changes throughout your paper after getting suggestions from friends, colleagues or reviewers.



ABSTRACT

061

In your abstract, limit the amount of background information you provide. Try to give only what is necessary in a couple of sentences or less.

062

Never refer to figures or tables in your abstract.

063

When writing an abstract, always use the past tense since you are giving a summary of what was done. One exception is if you mention future directions in your concluding statement.

064

Write a clear and concise abstract. The reader has to understand the study rationale, the methods used, and the study findings. Many researchers will only ever read the abstract of your paper so it must contain the most pertinent information.

065

Be sure to check journal guidelines for abstract length. Many journals will not accept abstracts longer than 200-250 words.

066

Feel free to hook readers with a “big picture” statement to open the abstract. Remember, many action editors will know very little about your topic area and, in some cases, your abstract will be the only thing that dictates whether or not you get through triage.



JOURNAL SELECTION

067

The most common mistake to be made is not knowing the body of research in which an article fits. Wrong choice of journal for publishing spells outright rejection. Even if the article is very

encouraging with sound and rigorous scholarly work, it will not stand the test.

068

Look at journals that have published articles on your topic previously. This is an encouraging sign that your work may appeal to the journal editors.

069

Look at journal impact factors. This will give you an idea of the quality of the journal and how difficult it will be to get your paper accepted.

070

Look at journal acceptance/rejection rates. These are sometimes, but not always, inversely correlated with impact factor values.

071

Look at average time to publication as well as average time to acceptance/rejection notification. If you want your work published fast then make sure you choose a journal that offers rapid processing. Some journals will highlight their rapid processing times as an impetus for authors to submit their work to those particular journals.

072

Some journals charge fees for manuscript processing or color figure reproduction for accepted manuscripts. Make sure you are familiar with the costs associated with publication before you submit your work.



MANUSCRIPT SUBMISSION

073

Look at papers recently published in your journal of interest. Ask yourself if your paper is of equal or higher caliber. If not, submit your work to a different journal.

074

Identify the journals related to your field of study and their individual focuses, and then select a journal with a focus similar to the content of your manuscript. Many journals will clearly describe their focus and scope on their website.

075

Consider your field of study. Every field of study has several different journals publishing information pertaining to that field. Knowing the names of those journals narrows your prospective playing field.

076

Select two or three journals with a focus similar to the content of your manuscript. While you are only going to be published in one, preparing multiple choices keeps you from having to duplicate the selection process immediately following your possible rejection.

077

Locate the contact information for each journal and any information pertaining to submissions. Make sure you get the most recent information, as the names of editors and submission policies can change over time and without warning.

078

Go over your manuscript to ensure it is formatted according to the submission guidelines, paying special attention to the references/bibliography, text formatting, and citation style.

079

Create your cover letter. This should include the name of the editor to whom you are sending your work, if available. While you want to be personable, you should avoid being too personal. This is a business communication, not a letter to your friend. Be sure to keep it professional. Include contact information for the editor in case he or she should wish to speak with you about your work.

080

Get your cover letter professionally edited. Cover letters are often the first thing that a journal editor will read. Your letter needs to be strong and impressive, as it can set the tone for the subsequent review process.

081

Submit your work. This could be done physically or electronically, depending on the submission guidelines of your selected journal. In the case of electronic submissions, some journals will accept attachments; others will not. Be sure to send your work in the correct format. If you are sending it physically, include a self-addressed, stamped envelope, either large enough to return your work in or just large enough for them to send you a letter.

082

Aim high but not too high. Aiming for top tier journals with research findings that are not groundbreaking will leave you with a lot of rejections and lost time.

083

Do NOT submit your article to more than one journal at a time. This is unethical and you will eventually get caught.

084

When uploading text, table and image files electronically, many submission systems will dynamically assemble your files into a single PDF document for easier handling. Be sure to review your PDF after it is generated to ensure that it looks correct and that all information has been included.

085

Respect word length. Many journals have specific requirements for word length for different document types (original articles, short reports, case reports, review papers, etc). If the journal says the word limit is 6000 then do not send a paper with 6100 words.

086

If a journal allows you to suggest reviewers for your manuscript, do so. This can work to your advantage. Suggest reviewers who know your field well and who might be interested in the results presented in your paper.

087

If a journal allows you to suggest reviewers who you do not want to review your paper, take advantage of this to make sure your work is not sent to someone in your field who may not see eye to eye with you, your supervisor, your lab, or your research in general.

088

If you definitely do not want your paper reviewed by specific individuals in your field, do not submit a paper to a journal where these individuals have published recently. Editors often look to people who have recently published on a similar topic in their journal to serve as reviewers.

089

If you think specific reviewers may look favorably upon your work, look to journals where they have recently published and submit your work there, if it is within scope. In doing so, be sure to reference these individuals in your manuscript whenever credit is due. There is nothing that angers peer reviewers more than reviewing an article in which their own work should be cited and is not.

090

Read the mission statement for the journal to which you will submit your work. If your paper is highly theoretical and the journal clearly states that it does not publish purely theoretical work, find a new journal.

091

Email the editor to see if your manuscript topic is appropriate. Most will happily direct you elsewhere if it is inappropriate for their journal.

092

Look for journals that have issued calls for papers. They are more likely to look upon any work favorably.



POST-SUBMISSION

093

When you get initial peer reviews, consider them carefully. In your resubmission cover letter, respond to each point made by each reviewer. Highlight the points you followed and the ones you did not (and indicate why).

094

When you are asked to perform additional studies, do them quickly and resubmit your manuscript as soon as possible.

095

If reviewers suggest changes/additional studies before the article can be published, respond to the editor indicating that you will address these suggestions so that they know your intentions.

096

Do not respond to reviewer comments in an argumentative tone. Be polite but straightforward. Feel free to disagree but be sure to have hard evidence to support your claims.

097

If accepted, be sure to carefully check page proofs and do so quickly. A 24-48 hour turnaround request is typical.

098

In responding to reviewer comments, it is a good idea to copy and paste the reviewers' comments verbatim in one color (e.g. black) and add your responses in another color (e.g. blue). You should also copy and paste any relevant sections from your revised manuscript into your cover letter. Ideally, a reviewer should be able to tell how adequately you have addressed their comments without having to read your revised manuscript.

099

Well-organized, well-written response letters can help a manuscript circumvent re-review. The editor will see the changes that you have made and may accept it outright.

100

Remember to select as many "Key Words" as possible. Many people do key word searches when performing literature reviews. This will increase the likelihood of your manuscript being read.



"It's not because things are difficult that we dare not venture.
It's because we dare not venture that they are difficult."

Lucius Annaeus Seneca

Research Paper

PUBLISHING A

Research Paper

A Panoramic View

Chapter 15

A Devendran



"I know you're a starving writer,
but is paper really that expensive?"

Explains, with suitable illustrations, the practical issues and difficulties faced by young research scholars in writing a publishable research paper. Designing and developing a paper are meticulously illustrated.

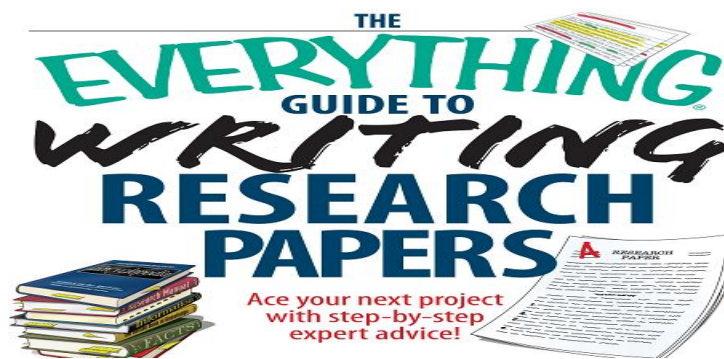
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KEYWORDS

Chapter – 15 :: Writing a Research Paper

Drafting and finalizing
Establishing topic
Working outline
Final outline
Footnotes/end notes
Bibliography
Proof reading
First draft
Index card
Final draft
References





Writing a Research Paper

Introduction

Papers normally require that scholars identify a broad area of research related to the course, focus the topic through some general background reading, identify a clear research question, marshal primary and secondary resources to answer the question, and present the argument in a clear and creative manner, with proper citations. That is the theory, at least. Writing a research paper is in part about learning how to teach you. Long after you leave college, you will continue learning about the world and its vast complexities. There is no better way to hone the skills of life-long learning than by writing individual research papers. The process forces you to ask good questions, find the sources to answer them, present your answers to an audience, and defend your answers against detractors. Those are skills that you will use in any profession you might eventually pursue.

Overview of a Research Paper

One should know and understand the concept and scope of a research paper. Also it is beneficial for a research scholar if he/she has the correct perception about a paper. Planning well before starting actual writing would help a lot and improve the final product. The following would normally form the major stages involved in the process of drafting and finalizing a research paper:

- a] Establishing a Topic
- b] Identifying the sources of information
- c] Analyzing the sources and taking Notes
- d] Planning and Organizing the Ideas
- e] Preparing the First Draft of the paper
- f] Finalizing the Endnotes/References
- g] Preparing a Bibliography
- h] Updating the First Draft

Too general:
Foreign Direct Investment

Revised:
FDI in Retail Sector

Highly Focussed:
FDI in Multi-products.



[b] Identifying the sources of information

Once your topic has been approved, begin to gather information from authoritative reference sources: pertinent books, encyclopaedias, and articles in magazines, journals, and magazines. Librarians will be happy to show you how to use the various research tools within the library and may suggest other sources of information. Important new resources are now available to you through electronic services which provide many learning and reference tools as well as access to the Internet, where you can often discover an abundance of information. Depending on the resources available and the length requirements of your assignment, you may find it necessary to widen or restrict the scope of your topic.



[c] Analyzing the sources and taking Notes

After you've gathered your sources, begin reading and taking notes.

1. Use 3 x 5 index cards, one fact or idea per card. These way related ideas from different sources can be easily grouped together or rearranged.
2. On each index card, be sure to note the source, including the volume number (if there is one) and the page number. If you wind up using that idea in your paper, you will have the information about the source ready to put in your footnote or endnote.
3. If you copy something directly from a book without putting it in your own words, put quotation marks around it so that you know it is an exact quotation. This will help you to avoid plagiarism.

4. Before you sit down to write your rough draft, organize your note cards by subtopic (you can write headings on the cards) and make a detailed outline.



[d] Planning and Organizing the Ideas

Using an outline can help you organize your material and can also help you discover connections between pieces of information that you weren't aware of when you first conceived the plan of your paper. It can also make you aware of material that is not really relevant to the purposes of your paper or material that you have covered before and should therefore be removed.

A Working Outline might be only an informal list of topics and subtopics which you are thinking of covering in your paper. Sometimes, however, an instructor might require that a working outline be submitted at the beginning of your work; then your instructor might suggest ways in which the work needs to be further developed or cut back. Your instructor might also see that you're trying to accomplish too much or too little for the scope of the assignment he or she has in mind. The working outline can be revised as you discover new material and get new ideas that ought to go into your paper. Most word processing programs have outlining features with automatic formatting that make it easy to create and revise outlines. It is a good idea to keep copies of old outlines in a computer folder in case new versions of the outline lead you in false directions that you will later have to abandon.

A Final Outline should enhance the organization and coherence of your research paper. Instructors sometimes require that a final outline be submitted along with the final version of your paper. Material that is not relevant to the purpose of your paper as revealed in your outline should be excised from the paper; if portions of your outline seem weak in comparison to others, more research may be required to create a sense of balance in your argument and presentation. Outlines can be organized according to your purposes. Are you attempting to show the chronology of some historical development, the cause-and-effect relationship between one phenomenon and another, the process by which something is

accomplished, or the logic of some position? Are you defining or analyzing something? Comparing or contrasting one thing to another? Presenting an argument (one side or both)?

In any case, try to bring related material together under general headings and arrange sections so they relate logically to each other. An effective introduction will map out the journey your reader is about to take, and a satisfactory conclusion will wrap up the sequence of ideas in a nice package. A final outline can be written as a topic outline, in which you use only short phrases to suggest ideas, or as a sentence outline, in which you use full sentences (even very brief paragraphs) to show the development of ideas more fully. If your instructor requires an outline, follow consistently whichever plan he or she prefers.



[e] Preparing the First Draft of the paper

1. Every essay or paper is made up of three parts:

- introduction
- body
- conclusion

2. The introduction is the first paragraph of the paper. It often begins with a general statement about the topic and ends with a more specific statement of the main idea of your paper. The purpose of the introduction is to:

- let the reader know what the topic is
- inform the reader about your point of view
- arouse the reader's curiosity so that he or she will want to read about your topic

3. The body of the paper follows the introduction. It consists of a number of paragraphs in which you develop your ideas in detail.

- Limit each paragraph to one main idea. (Don't try to talk about more than one idea per paragraph.)
- Prove your points continually by using specific examples and quotations from your note cards.
- Use transition words to ensure a smooth flow of ideas from paragraph to paragraph.

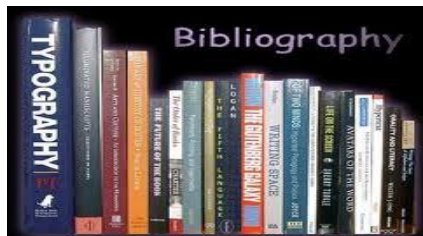
4. The conclusion is the last paragraph of the paper. Its purpose is to

- summarize your points, leaving out specific examples
- restate the main idea of the paper



[f] Finalizing the Endnotes/References

1. As you write your first draft, including the introduction, body, and conclusion, add the information or quotations on your note cards to support your ideas.
2. Use **footnotes** or **endnotes** to identify the sources of this information. If you are using footnotes, the note will appear on the same page as the information you are documenting, at the bottom (or "foot") of the page. If you are using endnotes, the note will appear together with all other notes on a separate page at the end of your report, just before the bibliography.
3. There are different formats for footnotes (and endnotes), so be sure to use the one your teacher prefers.
4. Note that footnotes can be shortened if the source has already been given in full in a previous footnote. (see below)



[g] Preparing a Bibliography

A bibliography is a list of the sources you used to get information for your report. It is included at the end of your report, on the last page(s).

You will find it easier to prepare your final bibliography if you keep track of each book, encyclopaedia, or article you use as you are reading and taking notes. Start a preliminary, or draft, bibliography by listing on a separate sheet of paper all your sources. Note down the full title, author, place of publication, publisher, and date of publication for each source.

Also, every time a fact gets recorded on a note card, its source should be noted in the top right corner. When you are finished writing your paper, you can use the information on your note cards to double-check your bibliography.

When assembling a final bibliography, list your sources (texts, articles, interviews, and so on) in alphabetical order by authors' last names. Sources that don't have authors (encyclopaedias, movies) should be alphabetized by title. There are different formats for bibliographies, so be sure to use the one your supervisor prefers.



[h] Updating the First Draft

1. Try to set aside your draft for a day or two before revising. This makes it easier to view your work objectively and see any gaps or problems.
- 2 Revising involves rethinking your ideas, refining your arguments, reorganizing paragraphs, and rewording sentences. You may need to develop your ideas in more detail, give more evidence to support your claims, or delete material that is unnecessary.
- 3 Read your paper out loud. This sometimes makes it easier to identify writing that is awkward or unclear.
- 4 Have somebody else read the paper and tells you if there's anything that's unclear or confusing.



[i] Proofreading the Final Paper

- ✓ Look for careless errors such as misspelled words and incorrect [punctuation](#) and [capitalization](#).
- ✓ Errors are harder to spot on a computer screen than on paper. If you type your paper on a computer, print out a copy to proofread. Remember, spell checkers and grammar checkers don't always catch errors, so it is best not to rely on them too much.



Conclusion

After you have [or you think] executed all the cited stages, it is better have revisit the research paper before sending for publication. Revisiting the final version of the paper is also important as the planning and writing a paper. A methodological check-list would help the scholar in doing this. Scholars may consider the following suggestion:



CHECKLIST ONE:

1. Is my thesis statement concise and clear?
2. Did I follow my outline? Did I miss anything?
3. Are my arguments presented in a logical sequence?
4. Are all sources properly cited to ensure that I am not plagiarizing?
5. Have I proved my thesis with strong supporting arguments?
6. Have I made my intentions and points clear in the essay?

Re-read your paper for grammatical errors. Use a dictionary or a thesaurus as needed. Do a spell check. Correct all errors that you can spot and improve the overall quality of the paper to the best of your ability. Get someone else to read it over. Sometimes a second pair of eyes can see mistakes that you missed.

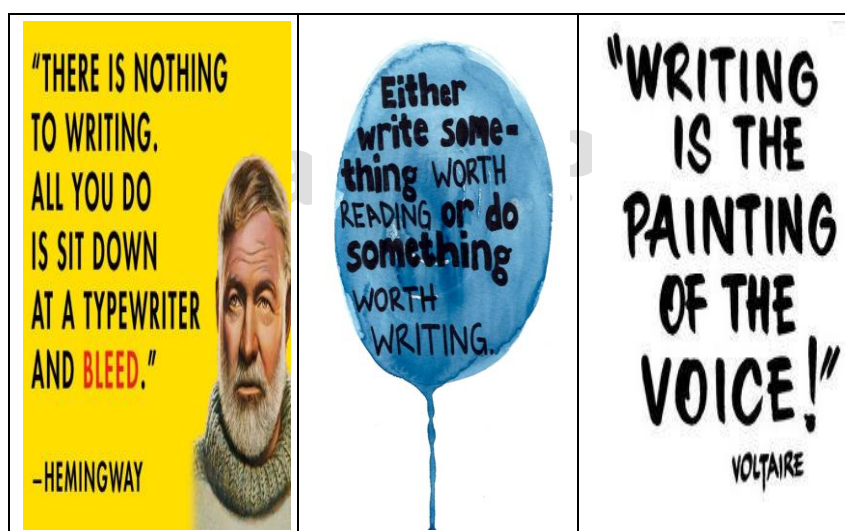
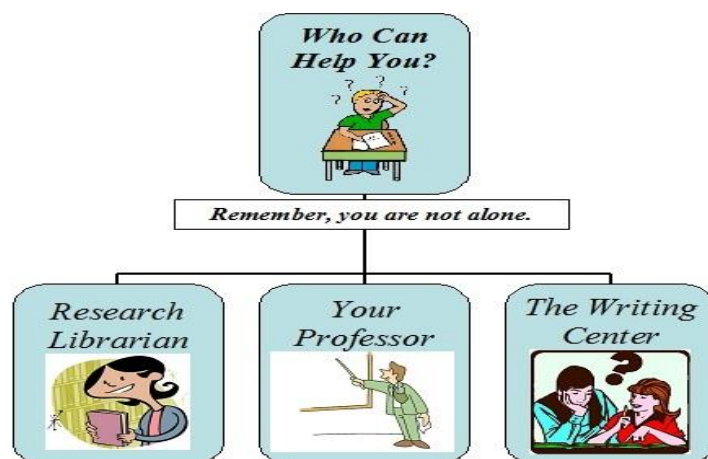


CHECKLIST TWO:

1. Did I begin each paragraph with a proper topic sentence?
2. Have I supported my arguments with documented proof or examples?
3. Any run-on or unfinished sentences?
4. Any unnecessary or repetitious words?
5. Varying lengths of sentences?
6. Does one paragraph or idea flow smoothly into the next?
7. Any spelling or grammatical errors?
8. Quotes accurate in source, spelling, and punctuation?
9. Are all my citations accurate and in correct format?
10. Did I avoid using contractions? Use "cannot" instead of "can't", "do not" instead of "don't"?
11. Did I use third person as much as possible? Avoid using phrases such as "I think", "I guess", "I suppose"
12. Have I made my points clear and interesting but remained

objective?

13. Did I leave a sense of completion for my reader(s) at the end of the paper?



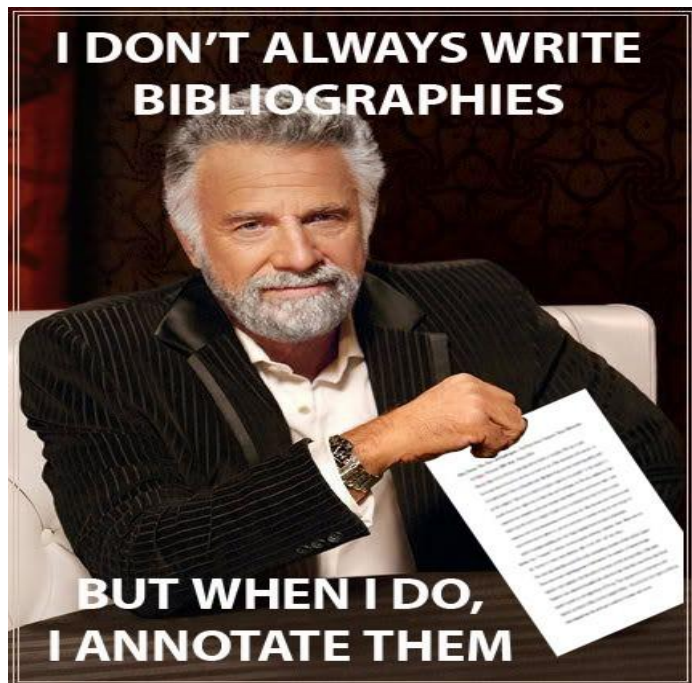
PUBLISHING A

Research Paper

A Panoramic View

Chapter 16

S Ramalingam



Illustrates various types of annotated bibliographies and the strategies involved in developing a good quality annotated bibliography. Purpose and usefulness of the annotated bibliography are narrated.

Silver Jubilee 2018 Publications



Writing an Annotated Bibliography

KEYWORDS

Chapter – 16 :: Writing an Annotated Bibliography

Annotated bibliography
Citation
Structure and writing style
Styles and sources for bibliography
Scope, format and content of bibliography
Bibliographic citation
Descriptive bibliography
Informative/summative bibliography
Evaluative/Critical/Analytical bibliography
Annotation

Annotated Bibliography



 Include these details for each text in the bibliography.



Writing an Annotated Bibliography

Definition

An annotated bibliography is a list of citations related to a particular subject area or theme that include a brief, usually not more than 150 words, descriptive or evaluative summary. The annotated bibliography can be arranged chronologically by date of publication or alphabetically by author, with citations to print and/or digital materials, such as, books, newspaper articles, journal articles, dissertations, government documents, pamphlets, web sites, etc., and/or, multimedia sources like films and audio recordings. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Importance of a good Annotated Bibliography

In lieu of writing a formal research thesis, your supervisor may ask you to create an annotated bibliography. You may be assigned this for a number of reasons, including showing that you understand the literature underpinning your research problem, to demonstrate that you can conduct an effective review of pertinent literature, or to share sources among your peer-scholars so that, collectively, everyone obtains a comprehensive understanding of key research on the subject. Think of an annotated bibliography as a more deliberate, in-depth review of the literature than what is normally conducted for a research paper.

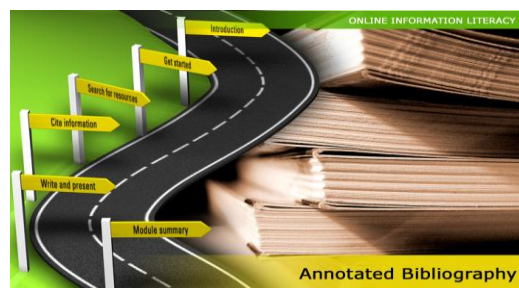
On a broader level, writing an annotated bibliography can be excellent preparation for conducting a larger research project by allowing you to see what research have already been done and where your proposed study may fit within it. By reading and responding to a variety of sources associated with a research

problem, you can begin to see what the issues are and gain a better perspective on what scholars are saying about your topic. As a result, you are better prepared to develop your own point of view and contributions to the literature.

Scope of an Annotated Bibliography

To learn about your topic: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

To help other researchers: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.



Elements of an Annotated Bibliography

An annotation may contain all or part of the following elements depending on the word limit and the content of the sources you are examining.

- Provide the full bibliographic citation
- Indicate the background of the author(s)

- Indicate the content or scope of the text
- Outline the main argument
- Indicate the intended audience
- Identify the research methods (if applicable)
- Identify any conclusions made by the author/s
- Discuss the reliability of the text
- Highlight any special features of the text that were unique or helpful (charts, graphs etc.)
- Discuss the relevance or usefulness of the text for your research
- Point out in what way the text relates to themes or concepts in your course
- State the strengths and limitations of the text
- Present your view or reaction to the text



Structure and Writing Style

[A] Types

1. **Descriptive:** This type of annotation describes the source without summarizing the actual argument, hypothesis, or message in the content. Like an abstract, it describes what the source addresses, what issues are investigated, and any special features, such as appendices or bibliographies that supplement the main text. What it does not include is any evaluation or criticism of the content. This type of annotation seeks to answer the question: Does this source cover or address the topic one is researching?
2. **Informative/Summative:** This type of annotation summarizes what the content, message, or argument of the source is. It generally contains the hypothesis, methodology, and conclusion or findings, but like the descriptive type, you are not offering your own evaluative comments about such content. This type of annotation seeks to answer these types of questions: What are the author's main arguments? What conclusions did the author draw?
3. **Evaluative/Critical/Analytical:** This type of annotation includes your evaluative statements about the content of a source and is the most common type of annotation your supervisor will ask you

to write. It might critique the strengths and weaknesses of the source or the applicability of the conclusions to the research problem you are studying. This type of annotation seeks to answer these types of questions: Is the reasoning sound? Is the methodology sound? Does this source address all the relevant issues? How does this source compare to other sources on this topic?

[B] Choosing Sources for Bibliography

Appropriate sources to include can be anything that has value in regards to understanding the research problem, including non-textual sources, such as, films, maps, photographs, and audio recordings, or, archival materials and primary documents, such as, diaries, government documents, collections of personal correspondence, meeting minutes, or official memorandums.

Your method for selecting which sources to annotate depends upon the purpose of the assignment and the research problem you select. For example, if the research problem is to compare the social factors that led to protests in Egypt with the social factors that led to protests against the government of the Philippines' in the 1980's, you will have to include non-U.S. and historical sources in your bibliography.

[C] Strategies to Define the Scope of Bibliography

It is important that the sources cited and described in your bibliography are well-defined and sufficiently narrow in scope to ensure that you're not overwhelmed by the volume of items you could possibly include. Many of the general strategies you can use to narrow a research topic are the same you can use to define what to include in your bibliography. These are:

- **Aspect**--choose one lens through which to view your topic, or look at just one facet of your topic (e.g., rather than writing a bibliography of sources about the role of food in religious rituals; create a bibliography on the role of food in Hindu ceremonies).
- **Time**--the shorter the time period, the more narrow the focus.
- **Geography**--the smaller the area of analysis, the more narrow the focus (e.g., rather than cite sources about trade relations in West Africa, include only sources that examine trade relations between Niger and Cameroon).
- **Relationship**--review sources that examine how two or more different topics relate to one another? (e.g., cause/effect, compare/contrast, etc.)
- **Type**--focus on your bibliography in terms of a specific type or class of people or things (e.g., research on health care provided to elderly men in Japan).
- **Source**--your bibliography includes specific types of materials (e.g., only books, only scholarly journal articles, only films, etc.).

- **Combination**--use two or more of the above strategies to focus your bibliography very narrowly or broaden coverage of a very specific research problem.

[D] Format and Content

The format of an annotated bibliography can differ depending on its purpose and the nature of the assignment. It may be arranged alphabetically by author or chronologically by publication date. Ask your supervisor for specific guidelines in terms of length, focus, and type of annotation as cited.

Introduction

Your bibliography should include a brief introduction that explains the rationale for selecting the sources that you did and note, if appropriate, what sources were excluded and the reasons why.

Citation

This first part of your entry contains the bibliographic information written in a standard documentation style, such as, MLA, Chicago, or APA. Be consistent!

Annotation

The second part should summarize, in paragraph form, the material contained in the source. What you say about the source is dictated by the type of annotation you are asked to write (see above). In most cases, your annotation should provide critical commentary that evaluates the source and its usefulness for your topic and for your paper. Things to think about when writing include: Does the essay offer a good introduction on the issue? Does the source deal with a particular aspect of the issue? Would novices find the piece accessible or is it intended for an audience already familiar with the topic? What limitations, if any, does the source have [reading level, timeliness, reliability, etc.]? What is your overall reaction to the source?

Length

Annotations can vary significantly in length, from a couple of sentences to a couple of pages. However, they are normally about 150 words. The length will depend on the purpose. If you're just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need to devote more space.

SAMPLE Annotated Bibliography

[A] The following example uses the APA format for the journal citation.

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations

among young adults. *American Sociological Review*, 51 (4), 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

[B] This example uses the MLA format for the journal citation. NOTE: Standard MLA practice requires double spacing within citations.

Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review* 51.4 (1986): 541-554. Print.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

[C] Critical Annotation

In other cases, annotated bibliographies are written to assess the literature on a chosen topic more broadly. Here, the compiler of the annotated bibliography would normally be more critical and evaluative when discussing the works, in considering not only how a book, article, website, etc. is relevant to an assignment, but how well the work stands up against most of the published works in a particular field of study

In addition to the suggestion above, this type of annotation would more specifically include:

- How the work relates and compares to other works on the topic
- How or whether the work would be useful to others exploring the topic

Sample Critical Annotation

In addition to "What an annotation should include," a critical annotation evaluates the usefulness of the work for a particular audience or situation. The words that are **in bold** indicate what has been added to the descriptive annotation to make it a critical annotation.

London, Herbert. "Five Myths of the Television Age." *Television Quarterly* 10 (1) Spring 1982: 81-89.

Herbert London, the Dean of Journalism at New York University and author of several books and articles, explains how television contradicts five commonly believed ideas. He uses specific examples of events seen on television, such as the assassination of John Kennedy, to illustrate his points. His examples have been selected to contradict such truisms as: "seeing is believing"; "a picture is worth a thousand words"; and "satisfaction is its own reward." London uses logical arguments to support his ideas which are his personal opinion. He doesn't refer to any previous works on the topic; **however, for a different point of view, one should refer to Joseph Patterson's, "Television is Truth" (*The Journal of Television* 45 (6) November/December 1995: 120-135).** London's style and vocabulary would make the article of interest to any reader. **The article clearly illustrates London's points, but does not explore their implications, leaving the reader with many unanswered questions.**

Some Guidelines for Writing an Annotated Bibliography

- Write a brief and interesting introduction, as cited, to an Annotated Bibliography.
- Give bibliographical information in APA style.
- Be consistent, in citation, throughout the text.
- Read the book, paper, article, etc well and purposefully to ensure the correct and proper understanding.
- Write concise evaluative statements covering the content, coverage, applicability to the research study and other relevancy.
- Ensure the narration is precise and well within about 150 words.
- Make use of the following suggestions for talking about texts and arguments:

It is sometimes challenging to find the vocabulary in which to summarize and discuss a text. Here is a list of some verbs for referring to texts and ideas that you might find useful:

account for	clarify	describe	exemplify	indicate	question
analyze	compare	depict	exhibit	investigate	recognize
argue	conclude	determine	explain	judge	reflect
assess	criticize	distinguish	frame	justify	refer to
assert	defend	evaluate	identify	narrate	report
assume	define	emphasize	illustrate	persuade	review
claim	demonstrate	examine	imply	propose	suggest

The evidence indicates that . . . The article assesses the effect of . . .

The author identifies three reasons for . . . The article questions the view that . . .

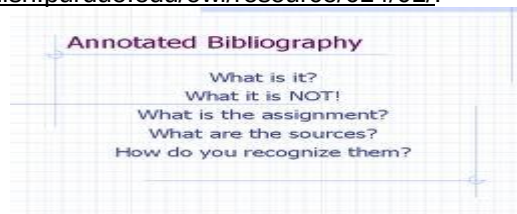
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“Some books are to be tasted, others to be swallowed, and
some few to be chewed and digested.”

Sir Francis Bacon

PUBLISHING A

Research Paper

A Panoramic View

Chapter 17

Ms V Sridevi



Explains various types of journals and the meticulous process followed by the standard international journals in accepting the paper for publication and provides some useful tips for choosing a journal.

Silver Jubilee 2018 Publications

KEYWORDS

Chapter – 17 :: Selecting a Journal

Potential journal
Manuscript acceptance
Journal visibility
Journal reputation
Philosophical and ethical issues
Peer reviewed
Potential Article Impact
Timely publication
Review cycle time delay
Publication time delay
Open access e-journals
Desired audience
Citation databases
Impact factor
Acceptance/rejection rate
Peer review status
Review fees
Publication fees
Funding agency





Selecting a Journal



Introduction

Many people leave the decision until they have written the manuscript. That is fine if you are experienced in publishing. You probably have identified two or three potential journals where to send your manuscript. However, if you are new – or even if you are experienced – in publishing, the more certain you are about which journal you are targeting, the easier it is to write the manuscript. As will become clear, there are numerous factors to consider when choosing a journal. It is unlikely that one journal will have all of the features you are looking for, so you may have to compromise. However, there is one essential feature you should not compromise on – manuscripts must be peer reviewed for publication if they are to be considered research articles.

Once you decide on a journal, obtain and read that journal's Instructions to Authors. This document describes the format for your article and provides information on how to submit your manuscript. Decide early before the writing begins. That way you can write for the journal's audience and according to their guidelines.



Five Major Criteria

Choosing to which journal to send the manuscript requires careful thought. Here, five major criteria based on which a research scholar would like to identify, consider, decide and then finalize a journal to submit his article for publication.



[a] Likelihood of Manuscript Acceptance

Perhaps the single most important point in selecting a journal for manuscript submission concerns the “fit” between the journal and the manuscript. As Carroll-Johnson (2001) noted, “Choosing the wrong journal can result in outright rejection or, worse, rejection only after a lengthy peer review process that reveals the paper is just not suitable.” The need to avoid rejections and the accompanying time loss raises the issue of how an author can identify a journal that might be a good “fit” for a particular manuscript. The most basic consideration is the fit between the style and length requirements of the journal and the manuscript. Some journals will consider a manuscript that is inconsistent with the journal’s style or length requirements, treating these as variables that can be modified before publication. However, some journal editors will reject a nonconforming manuscript outright (Whitney, 1995). Regardless of the journal’s position on this issue, there is undoubtedly some benefit in submitting a manuscript that, at least in terms of appearance, fits the expectations of the journal’s editor and reviewers. In addition to the breadth and depth

of coverage, Carroll-Johnson (2001) recommended considering the tone of the journal, whether informal, serious, or scientific. She also suggested attempting to find examples in the target journal of the type of manuscript the author intends to submit. Klingner, Scanlon, and Pressley (2005) indicated that the scholar in search of a journal to publish a manuscript should “in addition to reading articles, look at the list of editorial board members. If the journal is appropriate, one should know at least some of the editorials by reputation and be at least somewhat familiar with their work.”

Sometimes, editors may call attention to particular aspects of the journal's requirements that are used as a litmus test to weed out articles, or they may make helpful suggestions about how to frame your background literature or the way in which to present your statistical results, for example. Even editors who discourage submission however, may respond with suggestions of other journals where the manuscript might find a better chance of acceptance. The critical point in asking an editor's opinion on submission is to write a tightly worded email that accurately describes one's research question, the methodology, and the significance of the findings; send it at a slow time for academics; and then read beyond the “yes / no” response to gain insights that will help the scholar improve his or her paper acceptance, whether with this journal or with another.



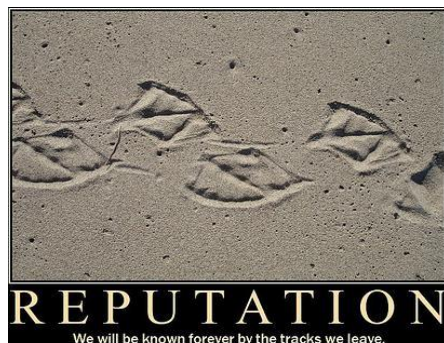
[b] Journal Visibility and Potential Article Impact

A journal's visibility, defined by Thompson (1995), as “including subscription base and whether the regular readership is homogeneous and includes the people you want to impact.” However, in recent years, the Internet has shifted the spotlight away from subscribers and toward a broader various online indexes. Witt (2003) noted:

To me, the most important factor impacting publication preferences are beliefs

about who has access to and reads each journal. How available is each journal in each country? If I am trying to achieve wide distribution of my thoughts and ideas, I want my manuscript to be in a journal that has the chance of reaching the widest possible readership. Thus, my manuscript submission decisions are based on who will be able to read the published piece: how available is each journal in Canada, the United States, and elsewhere; and what journal databases abstract each journal. (p. 331)

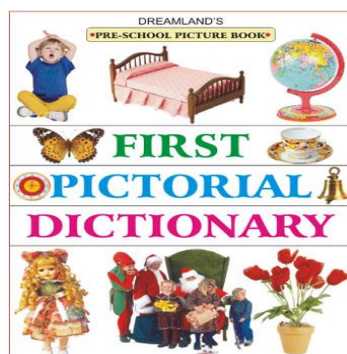
According to a Libraries Reference Guide distributed by Washington State University (2007), "Wide accessibility of a scholarly work allows for, but does not guarantee a correspondingly wide reading audience and as a result can possibly result in a higher number of citations to that work." Antelman (2004) found that in four disciplines (philosophy, political science, electrical and electronic engineering, and mathematics) freely available articles did have greater research impact, as measured by citations in the ISI Web of Science database. Whether making an article freely available on the Web actually causes greater citations has been debated on several grounds, including the possibility that authors of more important work might be more likely to make it available online (Davis, 2006). In short, a clear causation between freely available Web publication and increased citations has been argued, but not proven. Regardless, a wide potential audience, whether it is facilitated by Internet access to a published article or not, does not necessarily imply that an article will be widely read or cited. The key here is to actually reach a large group that is also the right target audience for an article: those that will read it, rely on and repeat information from it, and cite it in their work (Carroll-Johnson, 2001).



[c] Journal Reputation

Journal prestige is an important consideration for an author, since the prestige of the journals in which the author's work is published directly influences the author's evaluation as a faculty member. Robey, Walstrom, Adams, and Swanson (1998), leading a panel on the use of journal ranking or rating, noted that "publications in a leading journal weigh more heavily in the evaluation of faculty performance." Klingner et al. (2005) viewed: You want your work to appear in the best outlet that will accept it. Rewards of all sorts follow from publication in frequently cited, visible journals. These range from more positive personnel reviews, to more favorable grant reviews, to invitations to publish more. (p. 15) In order to discuss a journal's level of credibility or prestige, one would like to consider the definition of these terms. Suber (2002) notes that "if quality is real excellence, then prestige is reputed excellence." Thus, prestige and credibility are based in perception.

In addition to journal prestige, quality, or value, authors also need to consider whether to aim for journals situated squarely in their own discipline or to target journals in neighboring or related fields. Referring to a 1982 article by Broder and Ziemer that studied salaries of agricultural economists, Brorsen (1987) noted that the article found that "there is a bonus for publishing within one's own discipline and that people think highly of journals that are familiar to them." On the other hand, some fields are inherently multi-disciplinary in nature and may be more welcoming to high quality journal articles from a variety of fields. An example of such a field is Information Systems (Robey et al., 1998).



[d] Likelihood of Timely Publication

Some authors have particularly tight timeframes for publication. Authors with upcoming tenure or promotion cases or who will be seeking a new position by a particular date are most likely to have strict time criteria when selecting a journal outlet for their work. Authors whose data or subject matter is of greatest significance for a limited time have similar strict time criteria. As Lang (2003) observed, "Researchers whose area is topical only within the short or medium-term face the unenviable prospect that the passage of time may render their findings obsolete before they are published." For example, an article about the year 2000 computer problem would have little significance if published now. In addition, authors who hope to influence practitioners may have a particular need for timely publication (Fitzgerald, 2003). In any case, it is axiomatic that all authors have some time criteria, since no academic can reasonably expect to expend unlimited time awaiting publication of an article into which they have already invested considerable time and effort.

Time to journal publication is actually the sum of (1) the time from initial submission to final acceptance of a finished article and (2) the time from final acceptance to actual publication (Searing, 2006). We term these two timeframes the Review Cycle Time Delay and the Publication Time Delay.

As shown below, the Review Cycle Time Delay can be estimated based on the typical turnaround time for the journal combined with the number of revisions typically required. However, Review Cycle Time Delay also is heavily dependent upon the ability of the author to submit timely updates to the article and the ability of the author to effectively incorporate editorial feedback. When authors ignore or give slight attention to requested editorial changes, the Review Cycle Time Delay extends. Of course, authors are not expected to always directly incorporate every editorial request. However, it is likely that readers will question the same areas as the reviewers or editor, so those topics will normally need to be strengthened before a paper is published. When authors rapidly and directly address editorial feedback, they shorten their Review Cycle Time Delay. On the other hand, authors have virtually no control of the Publication Time Delay.

Variable Relationships in Determining Time to Publication

Journal's Time to Publication = Review Cycle Time Delay +
Publication Time Delay

• Journal's Review Cycle Time Delay = $F_1(x, y, z)$

Where x = anticipated average review time

y = anticipated number of review cycles

z = ability of author to quickly and effectively address editorial feedback

• Journal's Publication Time Delay = $F_2(p, q)$

Where p = publisher's processing time once manuscript is complete

q = backlog of finished articles awaiting publication

Publication Time Delay is actually composed of two elements: the publisher's processing time, along with any publication backlog. Many journals, particularly print journals, have backlogs of a year or more of complete, fully accepted articles awaiting publication. Thus, Publication Time Delay is an area where online journals offer authors genuine advantages. Online journals typically have a much shorter publisher processing time than print journals, and online journals generally have little or no backlog of finalized, accepted articles awaiting publication. Thus, authors with short publication timelines should consider online journals.

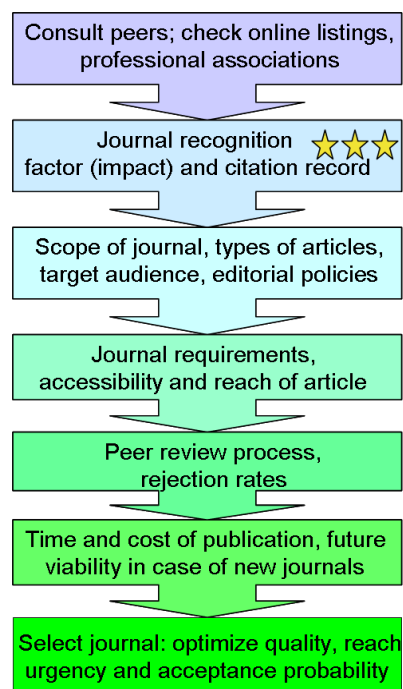


[e] Philosophical and Ethical Issues

Open Access (OA) journals are journals whose contents are freely available to scholars through the Internet. One list of Open Access journals is available online at www.doaj.org. In their early days, these journals were sometimes criticized on quality grounds, using the argument that anyone can put anything on the Internet. However, Suber (2002) noted: None of the advantages of traditional scientific journals need be sacrificed to provide free

online access to scientific journal articles. Objections that open access to scientific journal literature requires the sacrifice of peer-review, revenue, copyright protection, or other strengths of traditional journals, are based on misunderstandings. (p. 3.1) Suber further reported, "All the major open-access initiatives agree that peer-review is essential to scientific journals, whether these journals are online or in print, free of charge or 'priced.' Open access removes the barrier of price, not the filter of quality control." Nonetheless, just last year, Searing (2006) cautioned authors to "remember that some tenure committees still look down their noses at upstart electronic-only journals." Even this quotation, however, demonstrates the progress that OA journals have made. Note that authors are cautioned against "electronic-only" OA journals, but not those OA journals that publish in print and also make articles available free of charge online. Many other authors are more enthusiastic about OA journals. For example, Koohang and Harman (2006) refer specifically to "the rise of academic Open Access e-journals."

Beyond Open Access, a researcher may have other deeply held philosophical beliefs that play a role in journal selection. Searing (2006), writing in a library journal, had this advice for authors: "As you consider which journal to submit your work to, ask yourself: Has this publisher dealt fairly with librarians? Is it committed to working on issues that matter to libraries, like long-term access to electronic content? What options will you have to retain intellectual property rights?"



Factors for Selection

1. Journals used by yourself or mentors/colleagues

One factor for consideration of a journal is to review the journals you use for your research. Which journals do you use frequently to keep track of new developments in your field? Which journals are used by the main researchers/authors in your area of research? Does the professional organization you belong to publish any journals? Also, check with your mentors and colleagues about journal options—there may be some journals that are highly recommended for your area of research. Specific journals may be more prestigious for tenure and promotion. These are all quality benchmarks for assessing a journal for publication.

2. Consider your desired audience

Knowing the scope and aim of the journal can help assess whether the article will reach the intended audience. If the target audience is international, select a journal with an international focus. If the target audience is limited to a select area of research, select a journal with a narrow focus as opposed to one with a multidisciplinary focus. Topic specific journals such as *Journal of Clinical Investigation* may disseminate your work more efficiently to your desired audience than a general science journal such as *Nature*. More specialized journals, even with a potentially smaller readership, may offer a broader dissemination of your work to your peers in a specific area of research.

3. Impact and ranking

Impact and ranking factors of journals are indicators of journal quality. Examples of impact and ranking factors include the frequency in which an average article from a journal is cited in other publications over a specified time period; the number of articles published per year; the immediacy index; the cited half-life; the aggregate impact factor of a

subject area; citation influence; journal influence index; paper influence index; to name a few. Consult the user's guide or help icon for each resource for more information.

- a. eigenFACTOR
- b. ISI Journal Citation Reports
- c. Red Jasper's Center for Journal Ranking
- d. scienceWATCH
- e. SCImago
- f. SCOPUS Journal Analyzer

4. Indexing status by citation databases

A factor to consider when evaluating a journal for publication is its indexing status by citation databases. One indicator of journal quality is whether it is indexed by any major citation databases and if so, how far back does the indexing date to?

5. Journal information

Factors such as the circulation count, the number of years in publication, the language/s of the journal, frequency of publication, number of articles published per year, and availability of electronic or print formats can be helpful in determining a journal for publication.

6. Acceptance/Rejection rate

Acceptance rates provide a measure of determining how competitive a particular journal is. There are some highly competitive journals with an acceptance rate of less than 10%. More specialized journals tend to have a lower rejection rate than more general journals.

7. Peer review status

In most academic settings publication in peer-reviewed journals is a requirement for tenure and promotion. Peer review is defined as an organized procedure carried out by a select committee of professionals in evaluating the performance of other professionals in meeting the standards of their specialty.

8. Length of the review process

One factor to consider is the length of the review process. What is the average length of time from submission to publication? What is the average length of time for submission to rejection? How soon will an author receive notice that their manuscript has been accepted for publication? If accepted, what is the expected time period for acceptance to publication? Also to consider is the frequency of publication by a journal. The review process for a journal that publishes on a quarterly basis is most likely longer as opposed to one that publishes monthly.

9. Reputation of the publisher, journal, editor in chief, or editorial board

The reputation of the publisher, journal, editor in chief and editorial board members can be useful in determining the quality of a journal.

- a. Check the journal website or the print version for information about the Editor in Chief and editorial board members

b. Ask your colleagues, particularly senior researchers in your area of research

10. Type of manuscript

Some journals only accept certain types of manuscripts for review.

a. Check the journal website or the print version for information on types of manuscripts accepted for review

b. Contact the Editor in Chief

11. Review or publication fees

Some journals impose fees for reviewing an article, article processing fees, page fees or fees for use of color images or other special media formats. It is not uncommon to have a considerable range in article processing fees among journals with similar scope and focus. Some journals also offer discounts on article processing fees to authors who use certain bibliographic software for management of references.

12. Funding agency policies

Some authors whose articles were generated as a result of grant funded research are required to comply with funding agency policies such as the NIH Public Access Policy or the Wellcome Trust Open and Unrestricted Access to Published Research Policy. If an author is required to comply with funding agency policies they should verify that a journal will allow authors to comply before submitting a manuscript.

a. Check the journal website or the print version for information on funding agency policies (usually in the Instructions for Authors section)

b. Review the journal copyright form

c. Contact the Editor in Chief

13. Rights for authors

There are journals that allow authors to retain rights to their work in order to be able to re-use or disseminate the work after publication. Some rights include being able to post the peer-reviewed version or final published article on a laboratory website or to re-use a graph or figure in a future work or retaining the oral rights to the work. Some journals offer authors many rights upfront with other publishers providing limited rights.

a. Check the journal website or print version for information on author rights

b. Review the journal copyright form

c. Contact the Editor in Chief

14. Supplemental data

Some journals accept supplemental data associated with an article and allow for access to the data on the journal website. Other journals go as far to make a commitment to archive the data and to provide long term access to data sets on behalf of authors.

a. Check the journal website or print version for information on supplemental data policies

b. Contact the Editor in Chief

15. General Factors:

- o Does the journal have a limit on the size of the manuscript? Some journals have a word count limit.
- o Does the journal provide unrestricted access to all articles within a set time frame?
- o Does the journal provide free reprints or offprints to authors?
- o Does the journal offer a manuscript template for authors?
- o Does the journal offer an extensive "Instructions for Authors" section?
- o Is the journal an open access journal?



Some Tips short-listed

1. Is the journal peer reviewed?
2. Does the journal *currently* publish papers on subjects such as yours? If you were looking for papers like your own, in which journals would you look?
3. Which journals have the best reputation for publishing in your field? Ask colleagues which journals they respect. Look at recent articles and judge their importance. Is the Editorial Board composed of leaders in their fields? What is the journal's *impact factor*?
4. Which journals are most likely to be cited by others in your field?
5. Is the journal published by a society? Society journals are usually the most prestigious and have the largest circulation. Be wary of new journals (in print or on the internet), especially those not sponsored by a society.
6. Is the journal indexed in the major electronic databases such as Medline, Biological, Abstracts, Chemical Abstracts, Current Contents, etc.?
7. Which journals have the kind of expertise that would ensure your paper is given a "fair hearing"?
8. Are there journals whose readership you need/want to influence?
9. How often is the journal published? What is the usual time lag between receiving and publishing papers? Using the "date submitted", the "date accepted", and the date of the issue of published articles you

can estimate the length of the review process as well as the time from acceptance to publication in print.

10. Is the journal published in English? English has become the language for international scientific communication. Therefore, if you are interested in communicating to the international scientific community, it is essential to publish in English. If you wish to communicate to a more localized community, you might choose a journal that permits another language.

11. What is the focus of the journal; is it broad or narrow? Which disciplines are represented? What is the journal's research orientation; is it basic, theoretical, or applied?

12. Do you like the appearance of published articles – the format, typeface, and style used in citing references? If relevant, does the journal publish short and/or rapid communications?

13. Do the figures published in the journal have the resolution that you need?

14. Is speed an issue? If so, monthly journals have a shorter lag time than quarterly journals.

Note:

Once you have decided on a journal, you must obtain a copy of the most recent author guidelines. You can usually obtain a copy of the journal's *Instructions to Authors* on their website or in the first issue of a new volume. You must follow these guidelines explicitly or you might delay the publication of your manuscript. You should, by now, have some idea about why you want to publish, what kind of paper you will be writing, what your main message will be, who your primary readers are, and which journal you will be targeting.



Conclusion

On a broader level, it is established that scholars across disciplines have common considerations with respect to journal publishing, and we have demonstrated that there is value in researching the process of how, academics, inform one another. It has become familiar with the literature concerning journal publication in a broad scope of disciplines. While initially we expected to find distinctions among the various disciplines, ultimately we were struck, not by differences, but by commonalities. We found that differences, when they exist, tend to exist among the journals within a discipline, not between disciplines. Thus, it is concluded that the ties that unite

academics seeking to publish are strong, and the potential for future cross-disciplinary research in the area of how we as academics inform one another is correspondingly robust. More importantly, it is hoped that this chapter has made a humble attempt to inspire other scholars to consider researching further the process of how, the academics, inform one another.

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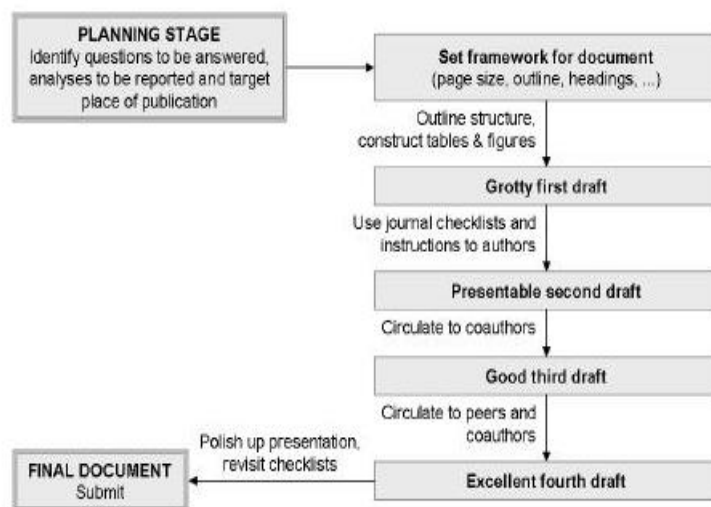
Research Paper

PUBLISHING A

Research Paper

A Panoramic View

Chapter 18



M Shanmugakumar

Plan for preparing and writing a paper for publication.

The purpose and necessity of publishing a research paper in a peer-reviewed journals are discussed. A useful strategic approach for a successful publication is interestingly narrated.

Silver Jubilee 2018 Publications



Publishing a Research Paper

KEYWORDS

Chapter – 18 :: Publishing a Research Paper

Research communication

Academic currency

Authorship

Ethical considerations

Publishing strategy

Peer review

Publishing process

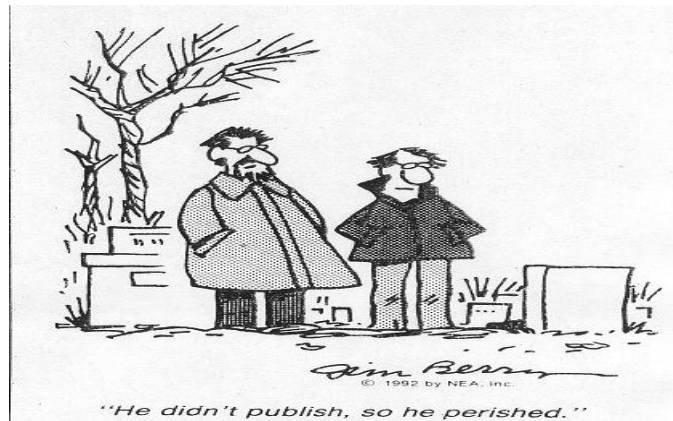
Research communication

Authorship

Intellectual property rights



“What I’m challenging this group to do, then, is to redirect our shared passion for the idea of making money into actually making money!”



Publishing a Research Paper

Introduction

Publishing is an important aspect of communication in the sciences and contributes to its progress. Researchers involved in integrative landscape research perceive it to be more difficult to publish integrative studies than disciplinary studies. Therefore, the objective of this chapter is to provide guidelines for writing and publishing a research paper in a peer-reviewed journal or as a chapter in a book series. The aim of this chapter is to provide guidelines for writing and publishing a research paper in a peer-reviewed journal or book. The chapter focuses on young researchers and PhD students, who are less experienced with the writing, peer-review and publishing process.



Reasons for Publishing

While immersed in integrative research, young researchers struggle with challenges of integration, as described by Fry (2001), Spanner (2001), Bruce et al. (2004), Jakobsen et al. (2004), Fry et al. (2005) and Tress et al. (2005; 2005). They must cope with different academic traditions, different methodologies, distances separating research teams,

difficulties in leadership and personal chemistry, lack of common terminology, unsuitable organizational infrastructure and the additional time needed for integration. Frequently, researchers feel compelled to devote more energy, effort and resources to meeting these challenges, realizing integration, and solving 'real-world' problems than to publishing from integrative research. Researchers may even question the need to publish, seeing it as an old-fashioned habit of traditional disciplinary research. There are four main reasons why researchers should publish:

[a] Publishing is an important part of research communication! The foremost reason for publishing research results is to communicate the findings to other people. Within academia, publishing fulfils the aim of communicating research results to other researchers and potential users.

[b] Publishing contributes to scientific progress. Publishing assures that new findings get known as widely as possible among a group of researchers dealing with a certain topic. Other researchers benefit from the new findings and build upon them in their own research.

[c] Publications are academic currency. Researchers are evaluated according to the number of publications they have produced. Funds for research projects and travel grants are allocated based on publication records. Career promotion is also dependent on publishing.

[d] Publishing is a quality control. Once research results are published they are disclosed to the academic community and can be evaluated and judged by other experts. This helps to test the validity and reliability of research results. This process starts immediately after submitting a paper to a peer-reviewed journal or a book. At this point experts in the field (the peers) review the submission's merit for publication. Thus, once published, peer-reviewed publications – and thereby their authors – have obtained a certain quality label.

Types of Publications

Several types of publications reach the academic audience: books, journal papers, theses, proceedings, reports and online publications. These types receive different degrees of respect in different academic circles. Peer-reviewed journal publications have the highest ranking because of their peer-review system. They are also the most influential in terms of scientific impact and career advancement. Within these media different types of papers can be produced: research papers, review papers, and theory and discussion papers.

[i] Research papers are the most common type of paper and include original/primary research done by the authors.

[ii] Review papers present a state-of-the-art overview of a specific and relevant topic within a research field. A review paper does not build on one's own research activities but structures the existing knowledge in this field by compiling the most relevant literature on it.

[iii] A theory or discussion paper either presents new theory developed by the authors or discusses an important and relevant topic in a research field based on existing literature and/or the author's own ideas.

Roadmap for a research paper

Before starting on a research paper it is helpful to think about following major points for the writing process. Once an idea for a research paper has been developed, the following steps need to be taken:

1. The research on which the paper will report must be completed. Preliminary results are less suitable for a full research paper and will most likely not be accepted by a journal or a book editor.
2. Select a journal or book where the manuscript will be published.
3. Determine the paper's authorship: identify the first author and the role that co-authors will play.
4. Define clear objectives for the research paper.
5. Select the paper's working title.
6. Organize the paper's main body into sections: introduction, methods, results, discussion and conclusion.
7. Write each paper section. Keep the objectives of the paper in mind when writing all sections.
8. If applicable, write an acknowledgment section to give credit to other researchers for their help or to refer to research grants.
9. Include all references used in the paper in the reference section (can be done in tandem with the writing of the other manuscript sections).
10. Choose a precise and informative title as well as keywords that will help identify the paper in database searches.
11. Prepare an abstract that summarizes the objectives, methods, results and conclusions sections and gives the reader enough insight to understand what they can expect from reading the paper.
12. Format the manuscript according to the guidelines of the given journal or book series. Check the quality and style of language.

Authorship

Determining authorship of a research paper is an important step and needs to be done before the writing process starts. Decide whether there is only one author on a paper or an author collective. In a single-author paper the whole writing process is left to the individual author. It is therefore most likely that this author has done the work reported in the paper. In an author collective, usually all authors contribute significantly to the research and the writing. If other people have contributed to the research but have agreed not to be co-authors of the

paper, their contribution needs to be acknowledged in the acknowledgment section.

The author listed first is considered to be the main contributor to the work and thus receives most of the credit. For multi-author papers it may not always be easy to determine one main author because all authors may have contributed equally. In this case authors might consider rotation of first authorship when several papers are to be written. Alternatively, authors can agree to prepare an author declaration that documents the equal contribution of all authors to a paper. We recommend listing only those people as authors on a paper who have had a role in developing the research material or were involved in the writing process.

For the scholars doing research leading to PhD degree, it is often the case that their supervisor is listed before the scholar on his/her first published paper as the supervisor has played a major role in developing the paper from the scholar's project. In a second paper, as the scholars become more advanced, the roles may change. A third paper may be a single-author paper by the PhD scholar.

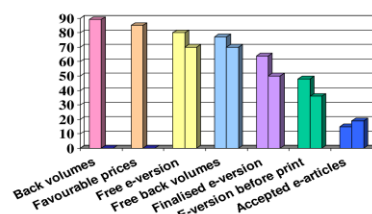
Ethical considerations

Authors need to consider ethics when preparing an integrative research paper. In addition to the ethical conflicts that might be related to the research itself, the process of writing and submitting a paper can also raise ethical questions. As a general rule, authors who use the material of others must have permission to use the material and must acknowledge it. For published material it is enough to give full acknowledgment and reference to the original source. For unpublished material, authors must have a written declaration upon submission. The general ethical code of good conduct in publishing does not allow one to use copy or plagiarize the material of others without full acknowledgment. Disregarding this code may lead to violation of intellectual property rights and copyright, which carries serious legal and disciplinary consequences.

A research paper that is based largely on the material of others – even if fully acknowledged – will be rejected for publication for lack of originality. Therefore it is imperative that the scholars should be more cautious and judicious in relying on others' works and keep them to a minimum level. A piece of research only satisfies the criterion of originality on first

publication in a peer-reviewed journal. Multiple papers may come from the same project (e.g. a PhD project) but need to be split up in clearly distinguishable pieces. Repetitive publication of the same material is considered poor scientific practice and puts a scholar in a poor credible-level.

Factors important in selecting a journal



Choosing a Journal

Choosing a journal for your research paper is a decision that will determine whether your research manuscript will be published, what it will look like, and who will read it. It can also influence people's impressions of your abilities. There are many different questions to be answered and variables to consider when selecting a journal.

It is always better to make a tentative decision as to where a scholar will submit the manuscript as soon as one starts writing. This is because each journal has a somewhat different format. Knowing that format will help the scholar to avoid unnecessary work later, since from the start the scholar will be able to develop the document based on the specifications of that journal.

When selecting a journal, the first question one will need to answer is what sort of research article a scholars plans to write. There are three main types of papers and since not all journals publish all types, this may limit scholar's choices. The three are types of articles are:

[a] Full-length research articles: The majority of research articles published fall into this category. These articles contain a comprehensive investigation of the subject matter. Not only are full-length research articles the standard type of papers that journals publish, they're usually the most important form of publication in the views of tenure and promotion committees in research-oriented environments such as universities. Therefore, if you aspire to become a tenured faculty member in neuroscience or other natural sciences at a research-oriented institution, your curriculum vitae should be composed primarily of full-length articles.

[b] Short communications: These are shorter research articles that are not as comprehensive in scope and nature as full-length research articles, but nevertheless contain information that makes a significant contribution to the literature. They may be only 2–4 pages in length (usually <3500 words), may include just 1-2 tables and figures, and may mix methods, results, and discussions into a single section. Not all journals offer this option. Short communications can be useful for small but important pieces of data that can stand alone, but beware of building a curriculum vitae that has a lot of short communications.

[c] Rapid communications: These articles quickly disseminate particularly “hot” findings, usually in a brief communication format. Articles that have immediate implications for public health would be appropriate for such a format, as might findings in a highly competitive and quickly moving field. Not all journals publish rapid communications. As in the case of brief communications, don’t let this type of article make up the majority of your publications.

Publishing Strategy

It is quite often surprising noted that most of young research scholars have the passive attitude to publishing. Some seem actively scared of the process, or set their sights on lower ranked journals and conferences, perhaps because they are afraid of rejection. The part of the problem is that the scholars are not adequately guided by their supervisors on developing a publishing strategy. A clear publishing strategy will help a scholar in getting the paper published.

There are three principal reasons that young budding research scholars should publish while they are doing the research degree.

[a] One of the ways in which examiners determine the quality of PhD is the extent to which it is publishable. If parts of the PhD thesis have already been published this will give the scholar some confidence about the outcome of the examination process.

[b] All scholars build their reputation on what others say about the quality of their work. In order for that to happen people have to discover one’s work in the first place. There’s so much information out there now the ‘attention economy’ is brutal: many people will only read the abstract of most papers and won’t even do this if the scholars are not publishing in journals they don’t read.

[c] When you apply for work or a grant after you finish, your publication list is public and acts as part of your resume. It’s good to have work out there which people can read along with your resume and CV. The topics you choose to publish on and the ideas you share in your writing are the best way for prospective employers, or granting boards, to see what kind of scholar you are.

Submitting the manuscript

Scholars should know what is about selecting “a journal” as opposed to a couple of journals. This is an important distinction. The convention adopted by the scientific community is that manuscripts can be submitted to only one journal at a time, and it is unethical to do otherwise. In fact, many journals require the author to state in the cover letter that the manuscript is not under consideration elsewhere. Of course, if the journal rejects the manuscript, you’re free to submit it to another journal for consideration, but not before then.

Conclusion

Selecting the best journal can take some time – but it’s worth the effort. Keep in mind that it will affect whether or not your paper gets read, and often will influence how someone who is evaluating the scholar will make an initial estimation of how good one’s research is. So a scholar will want to give this decision considerable thought. Finally, consider the advice experienced authors often gave to budding research scholars: “If you don’t get a manuscript rejected once in a while, you’re not aiming high enough.” It is better agreed. Now, let us move on to the actual writing!

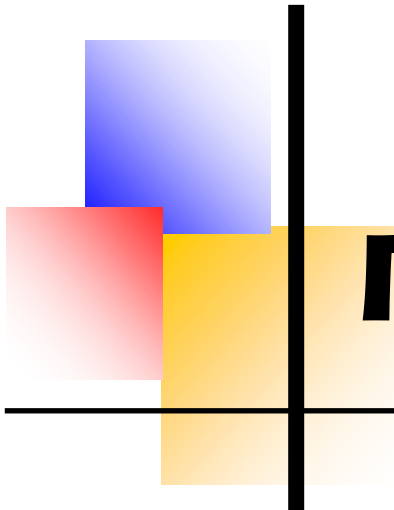


“I finished my first book seventy-six years ago. I offered it to every publisher on the English-speaking earth I had ever heard of. Their refusals were unanimous: and it did not get into print until, fifty years later; publishers would publish anything that had my name on it.”

George Bernard Shaw

“The book trade invented literary prizes to stimulate sales, not to reward merit.”

Michael Moorcock



PUBLISHING A

Research Paper

A Panoramic View

A p p e n d i x I

A - Z



Explore our Glossary

Contains some of important and most used terms and phrases, including some mind-boggling jargons, in an academic research. This collection would be handy as well as quick reference for the readers.

Silver Jubilee 2018 Publications

BRIEF GLOSSARY

[LIST OF RESEARCH TERMS]

Glossary



A

abstract

A summary of a work's contents. An abstract usually appears at the beginning of a scholarly or technical article. Databases and indexes often contain abstracts that can help you decide whether an article is relevant for your purposes.

annotated bibliography

A list of sources that gives the publication information and a short description — or annotation — for each source. Each annotation is generally three to seven sentences long. In some bibliographies, the annotation merely describes the content and scope of the source; in others, the annotation also evaluates the source's reliability, currency, and relevance to a researcher's purpose.

anthology

A collection of writings compiled into a book. The selections in anthologies are usually connected by a common topic, time period, or group of authors.

archives

A collection of documents and artefacts, usually unpublished, that constitute the organized historical record of an organization or of an individual's life. Many academic libraries house their institution's archives and may have other archival materials as well. See *also* **special collections**.

authentication

An online verification process that allows users to access library resources such as databases from off campus. Authentication generally requires logging in with a campus ID.

B

bibliography

(1) A list of sources, usually appearing at the end of a research paper, an article, a book, or a chapter in a book. The list documents sources used in the work and points out sources that might be useful for further research. Entries provide publication information so

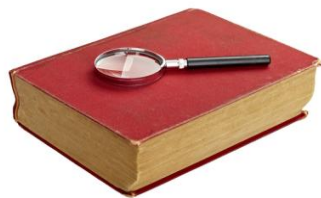
that interested readers can track down and examine sources for themselves. (2) A list of recommended readings on a given topic, usually sorted into subcategories

Blog

A blog (short for *Weblog*) is a site that contains dated text or multimedia entries usually written and maintained by one person, with comments contributed by readers. Though some blogs are personal diaries and others are devoted to partisan politics, many journalists and academics maintain blogs that cover topics of interest to researchers. Blogs frequently provide links to other sources.

Boolean operators

The words *and*, *or*, and *not* used in search queries to relate the contents of two or more sets of data in different ways. When search terms are combined with *and*, the search results contain only those items that include all the terms. When *or* is used, the results include items that contain any one of the terms. *Not* is used to exclude items containing a term.



C

call number

The letter and number combination that indicates where a book is kept on a library's shelves. Call numbers are assigned using a system that locates books on the same subject next to one another for easy browsing. Most academic libraries use the Library of Congress (LC) system; public libraries typically use the Dewey decimal system.

catalogue

A set of records for the location information and other details about materials owned by a library. Most are online, though a library may have all or part of its on printed cards. Online ones usually can be searched by author, title, subject heading, or keyword; search results provide a basic description of the item (book, journal title, video, or other) and a call number. See *also* **call number**; **subject heading**.

citation

A reference to a book, an article, a Web page, or another source that provides enough information about the source to allow a reader to retrieve it. Citations in a

paper must be given in a standard format (such as MLA, APA, *Chicago*, or CSE), depending on the discipline in which the paper is written.

citation management software

A computer program that stores bibliographic references and notes in a personal database and that can automatically format bibliographies, reference lists, or lists of works cited based on a particular documentation style (MLA, APA, *Chicago*, CSE, for example). Such programs may generate inaccurate or incomplete citations, so writers should proofread all results.

citation trail

The network of citations formed when a reference work refers to sources that in turn refer to other sources. The process used by researchers to track down additional sources on a topic is sometimes referred to as following the path of a “citation trail” or “citation network.”

cite

(1) As a verb, to provide a reference to a source. (2) As a noun, a shortened form of *citation*. (Note: This term is frequently confused with *site*, as in *Web site*.)

corporate author



An organization, an agency, an institution, or a corporation identified as the author of a work.

D

database

A collection of information organized for retrieval. In libraries, databases usually contain references to sources retrievable by a variety of means. Databases may contain bibliographic citations, descriptive abstracts, full-text documents, or a combination.

descriptors

Terms assigned by compilers of a database to describe the subject content of a document. Descriptors are chosen so that all of the work on a particular topic can be found with a single word or phrase, even though there may be many different ways of expressing the same idea. For example, the *PsycINFO* database uses *academic achievement* as a descriptor to help researchers locate texts on the subject of scholastic achievement or grade-point average. See *also* **database**; **subject heading**; **tags**.

digital object identifier (DOI)

A persistent code assigned to online or digital material. The DOI can be entered into a Web site called a DOI resolver or used in a database to retrieve an item.

discipline

An academic field of study such as history, psychology, or biology. Often books and articles published by

members of a discipline and intended for other scholars are called *the literature of the discipline* — referring not to literary expression but to research publications in the field.

F

field

(1) An area of study within an academic discipline. (2) A particular area in a database in which the same type of information is regularly recorded. One field in an article database may contain the titles of articles, for example, while another field may contain the names of journals the articles are in. Some search engines allow a user to limit a search to one or more specific fields.

full text

A complete document contained in a database or on a Web site. (Note: Illustrations and diagrams may be omitted from a full-text document.) Some databases search full-text documents; others search only the citation or abstract. In some cases researchers can set their own preferences.

H

hits

(1) The results called up by a search of a database, a Web site, or the Internet. (2) The number of times a Web site has been visited. Web site owners track hits as a measure of the popularity of a site.

holdings

The exact items a library owns. The term typically refers to the specific issues of a magazine or journal in a library. This information is often listed in a library's catalog as a *holdings statement*.

I

index

(1) In a book, an alphabetical listing of topics and the pages on which information about them can be found. The index is located at the back of the book. (2) A publication that lists articles or other publications by topic. (3) An alphabetical listing of elements that can be found in a database.

J

journal

A type of periodical usually sold by subscription and containing articles written for specialized or scholarly audiences. See *also* **scholarly journal**.

K

keyword

A word used to search a library database, a Web site, or the Internet. Keyword searches locate results by matching the search word to an item in the resource being searched. Keyword searches often retrieve broad results through many database fields. However, researchers who perform a keyword search using terms that are different from those used by the database may not retrieve all of the information in the database related to their topic. For example, a search using the keyword *third world* will find items containing that term but may not include related items using the term *developing countries*. See *also* **descriptors; subject heading; tags**.



L

library catalogue

See **catalogue**.

licensed database

See **subscription database**.

literature review

An article or paper describing published research on a particular topic. The purpose of a literature review (sometimes called a *review article*) is to select the most important publications on the topic, sort them into categories, and comment on them to provide a quick overview of leading scholarship in that area. Published articles often include a literature review section to place their research in the context of other work in the field.

M

magazine

A type of periodical containing articles that are usually written for general and popular audiences. Magazines are sold on newsstands or by subscription and earn a part of their revenue through advertising.

microform

A process that reproduces texts in greatly reduced size on plastic film called *microfilm*. Flat sheets of microfilm are called *microfiche*. Both forms must be read on special machines that magnify the text.

O

online

See **catalogue**.

OPAC (online public access catalog)

See **catalogue**

P

peer review

Part of the publication process for scholarly publications in which a group of experts examines a document to determine whether it is worthy of publication. Journals and other publications use a peer review process — usually arranged so that reviewers do not know who the author of the document is — to assess articles for quality and relevance. See also **refereed publication**.

periodical

A publication issued at regular intervals. Periodicals may be magazines, journals, newspapers, or newsletters. See also **serial**.

periodical index

A list of all the articles that have been published in a magazine, journal, newspaper, or newsletter or in a set of periodicals. Many periodical indexes have been converted to online databases, though many online versions are limited to recent decades. For access to all years of a periodical's publication, you may need to consult a print index. The *MLA Bibliography*, for example, covers publications since 1963 in the online version, but the print version goes back to 1921.

plagiarism

The unattributed use of a source of information that is not considered common knowledge. In general, the following acts are considered plagiarism: (1) failing to cite quotations or borrowed ideas, (2) failing to enclose borrowed language in quotation marks, (3) failing to put summaries or paraphrases in your own words, and (4) submitting someone else's work as your own.

popular

Often used to refer to sources written for a general audience; not scholarly. See also **scholarly**.

primary source

An original source, such as a speech, a diary, a novel, a legislative bill, a laboratory study, a field research report, or an eyewitness account. While not necessarily more reliable than a secondary source, a primary source has the advantage of being closely related to the information it conveys and as such is often considered essential for research, particularly in history. In the sciences, reports of new research written by the scientists who conducted it are considered primary sources.

professional journal

A journal containing scholarly articles addressed to a particular professional audience such as doctors, lawyers, teachers, engineers, or accountants. Professional journals differ from trade publications, which usually do not include in-depth research articles. See *also* **scholarly journal**; **trade publications**.

R

record

An entry in a database or a library catalog. Records contain the details about the books, articles, or other sources that users will find in a database.

refereed publication

A publication for which every submission is screened through a peer review process. Refereed publications are considered authoritative because experts have reviewed the material in advance of publication to determine its quality. See *also* **peer review**.

reference

(1) A source used in research and mentioned by a researcher in a paper or an article. (2) In libraries, a part of the library's collection that includes encyclopedias, handbooks, directories, and other publications that provide useful overviews, common practices, and facts. (*Note: Reference may also indicate a desk or counter where librarians provide assistance to researchers.*)

review article

See **literature review**.

RSS

Short for *rich site summary*, a system for collecting and viewing recent updates to Web sources such as blogs or news sites. These updates are often collected through personal accounts set up on sites such as *Bloglines* or *Google Reader*.



S

scholarly

Often used to describe books, periodicals, or articles that are written for a specialized audience of academics or researchers. These sources are generally formal in style and include references to other published sources. See *also* **popular**.

scholarly journal

A journal that is primarily addressed to scholars, often focusing on a particular discipline. Scholarly journals are often refereed publications and for some purposes may be considered more authoritative than magazines. Articles in scholarly journals usually are substantial in length, use specialized language, contain footnotes or endnotes, and are written by academic researchers rather than by journalists. See *also* **refereed publication; magazine**.

search engine

(1) A program that allows users to search for material on the Internet or on a Web site. (2) The search function of a database.

secondary source

A source that comments on, analyzes, or otherwise relies on primary sources. An article in a newspaper that reports on a scientific discovery or a book that analyzes a writer's work is a secondary source. See *also* **primary source**.

serial

A term used in libraries to encompass all publications that appear in a series: magazines, journals, newspapers, and books that are published regularly (such as annual reviews). See *also* **periodical**.

special collections

A section of a library devoted to unusual or valuable materials that cannot be checked out, including rare books, artwork, photographs, posters, and pamphlets. Researchers are generally required to use these rare materials in a reading room with special assistance. Many rare materials are being scanned for easier access through digital archives or repositories. See *also* **archives**.

subject heading

A word or phrase assigned to an item in a database to describe the item's content. This content information can help a researcher evaluate whether a book or an article is worth further examination. Subject headings also suggest alternative terms or phrases to use in a

search. Most academic library catalogs use the *Library of Congress Subject Headings* to describe the subjects of books in the catalog. Other databases create their own list, or thesaurus, of accepted descriptive terms. In some databases, subject headings are called *descriptors*. See

also descriptors; tags; thesaurus.

subscription database

A database that can be accessed only by paying a fee. Most of the online materials that libraries provide free to their patrons are paid for by the library through a subscription. Often the material provided in a subscription database is more selective and quality-controlled than sources that are freely available on the Web. Because these databases are often provided through a license agreement, they are sometimes referred to as *licensed databases*.

T

tags

User-supplied words or phrases describing the subject of a document, image, or video. Tags are frequently used in social media forums such as *Flickr*. Unlike subject headings or descriptors used in databases, the wording of tags is often determined by individual users. See *also descriptors; subject heading; thesaurus.*

thesaurus

(1) A collection of words and synonyms. (2) In a database, a list of the subject headings or descriptors that are used in a particular catalog or database to describe the subject matter of each item. A thesaurus is useful to researchers because it identifies which term among available synonyms has been used by the database compilers to describe a topic. Some databases provide a searchable thesaurus that helps researchers choose the most effective search terms before they start searching.

trade publications

Periodical publications, such as magazines or newsletters, covering specialized news and information for members of a particular profession or industry. Unlike scholarly journals, trade publications do not include in-depth research articles.

truncation

In search engine or database queries, a shortened version of a search term. In some search engines and databases, the truncated term plus a wildcard symbol (such as an asterisk or a question mark) can be used to search all possible variations of the word. See *also wildcard.*

U

URL (uniform resource locator)

An Internet address. Most URLs consist of a protocol type (such as *http*), a domain name and extension (such as *hackerhandbooks.com*), and a series of letters and/or numbers to identify an exact resource or page within the domain. Many electronic databases have long URLs that are generated in the course of a search and vary each time a search is conducted. In some cases, a database record may contain a “persistent URL” that can be used to locate the item again.

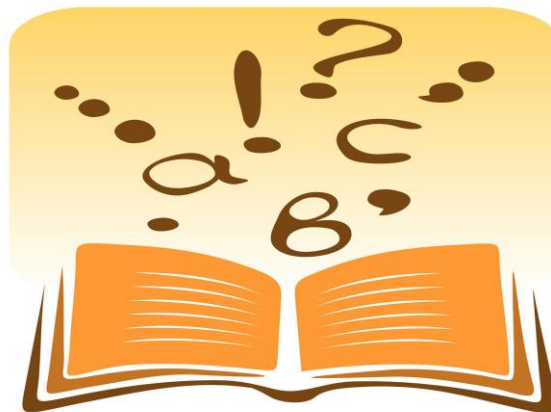
W

wiki

A collaborative Web site with content that is written by many contributors and that may change frequently. *Wikipedia*, a collaborative online encyclopedia, is one of the most frequently consulted wikis.

wildcard

A symbol used to substitute any letter or combination of letters in a search word or phrase. A wildcard may replace a single letter (as in *wom*n*, to search for *women* or *woman* in one search) or any number of letters (as in *psycholog** to search for *psychology*, *psychologist*, and *psychological*). Typical wildcard symbols are asterisks, question marks, and exclamation points. See also **truncation**.



“The only place where success comes before work is in the dictionary.”

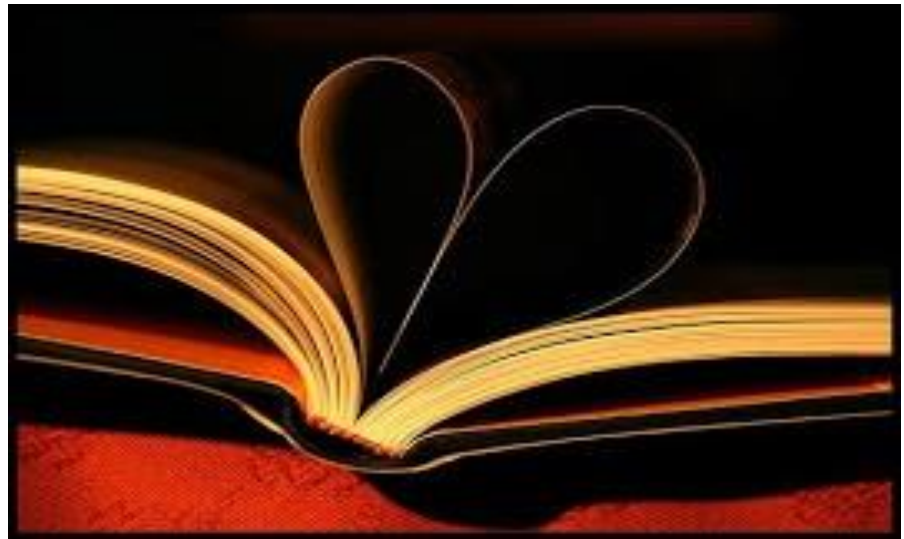
Donald Kendall

PUBLISHING A

Research Paper

A Panoramic View

A p p e n d i x I I



Webliography

Provides a highly comprehensive list of web sites leading to internationally reputed and peer-reviewed journals in a variety of topics/fields. Would facilitate the Researcher to identify and make use of these resources in the shortest possible time and energy. Total number of online journals, excluding multiple-counted journals, is more than 100,000.

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Annotated Webliography

ANNOTATED WEB-JOURNALS

[Comprehensive Ensemble of Web Links for reputed Journals]



Containing several annotated web links leading to online Journals published by internationally reputed publishers and organizations PLUS web sources providing links to hundreds of thousands of Online Journals.



Dr MGR
Educational and Research Institute

[Decl. u/s 3 of UGC Act 1956]
Maduravoyal, Chennai—600 095

Association with journals for any Researchers is a life-long experience, i.e., before becoming full-time scholars, during conducting serious research and after completion of research and submission of PhD thesis. In the era of ICT, the mechanism of production, accession and achieving of reputed international journals has been in the fast-track. A Researcher has to be constantly in pursuit of this rapidly-moving technology and update himself/herself to be able to survive and contribute to the academic fraternity. Publishing required number of articles/papers in reputed journal, both national as well as international, has become mandatory in almost all the educational institutes and universities. Researchers often find it difficult in acquainting themselves with an enormous data and info in respect of identifying reputed journals, writing acceptable quality articles/papers and then, get them publishing the same whenever required mandatory or otherwise. Following is a serious effort in gathering and arranging the several web links leading to online journals published by internationally reputed publishers, organizations, such as Oxford Press, Cambridge University, Emerald, Elsevier, HighWire Press, Wiley InterScience, SAGE, SpringerLink, Taylor & Francis, etc.,. In addition to these, web sources providing links to hundreds of thousands of online journals have been identified and offered. The special feature is that each link is fully annotated; in other words, a short write-up indicating the nature and scope of available resources in a particular link is provided. This, we hope, would facilitate the Researcher to identify and make use of these resources in the shortest possible time and energy. Total number of online journals, excluding multiple-counted journals, is more than 100,000.

10scopus

[<http://10.scopus.com/about/>]

Since its launch 10 years ago, Scopus has established itself as a leading abstract and indexing database for researchers and those who support them. From researchers pursuing scientific breakthroughs to governments performing research evaluation, Scopus is the first choice for those who need a global view on the world of research. This site provides the successful first 10 years' long journey. Scopus continues to keep pace with the ever-evolving demands of the research community. Continuous improvement to both content and functionality and greater interoperability with the tools you use means Scopus is poised to help you imagine the scientific breakthroughs of tomorrow.

Academic Journals

[www.academicjournals.org/index.htm]

Academic Journals, a broad-based open access publisher, was founded on two key tenets: To publish the most exciting researches with respect to the subjects of our functional Journals. Secondly, to provide a rapid turn-around time possible for reviewing and publishing, and to disseminate the articles freely for teaching and reference purposes. It is the vision of Academic Journals to publish research articles in all areas of human study without financial restriction to readers using the open access model of publication. We strongly believe that the open access model will spur research across the world especially as researchers gain unrestricted access to high quality research articles. Journal Categories: Medical Sciences, Physical Sciences, Biological Sciences, Social Sciences, Arts & Education and Legal Studies. Academic Journals currently publishes 111 open access journals covering art and humanities, engineering, medical science, social sciences, biological sciences, physical sciences and agricultural sciences.

Academic Journals Inc.

[\[www.academicjournalsinc.com/index.php\]](http://www.academicjournalsinc.com/index.php)

Currently Academic Journals Inc., New York, USA publishing more than 60 peer-reviewed primary research journals. Our portfolio covers the full spectrum of science, medicine, technology, business, social sciences, and the humanities, and includes manybs.acs titles ranked at the forefront of their fields.

ACS Publications

[\[http://pub.acs.org\]](http://pub.acs.org)

The American Chemical Society is the leading publisher of peer-reviewed research journals in the chemical and related sciences, serving scientific communities worldwide through an unparalleled commitment to quality, reliability, and innovation.

African Journals Online

[\[http://ajol.info/\]](http://ajol.info/)

African Journals OnLine (AJOL) is an online service to provide access to African-published research, and increase worldwide knowledge of indigenous scholarship. Historically, scholarly information has flowed from North to South and from West to East. It has also been difficult for African researchers to access the work of other African academics. In partnership with hundreds of journals from all over the continent, AJOL works to change this, so that African-origin research output is available to Africans and to the rest of the world. List contains more than 300 journals.

AllAcademicResearch

[\[http://www.allacademic.com/one/www/research/\]](http://www.allacademic.com/one/www/research/)

All Academic specializes in online solutions for abstract submissions, session submissions and conference management for annual meetings, conventions, and other types of events. Features include: abstract management, peer review,

scheduling tools, reports generator, final program documents and many more. Where do you find the most recent cutting-edge research? It is presented every day at scholarly conferences worldwide. Now you can have access to this hard to find scholarly work. All Academic provides access to free abstracts and downloadable PDF paper files.

Annotated Webliography

[<http://www.library.ucsb.edu/istl/00-fall/internet.html>]

An annotated list of free electronic online journals in the fields of Mathematics, Agriculture, Biological Sciences, Computer, Engineering, Physical Sciences, Medicine, Technology, etc.,

Annual Reviews

[<http://www.annualreviews.org>]

Annual Reviews is proud to publish authoritative, analytic reviews in 40 focused disciplines within the Biomedical, Life, Physical, and Social Sciences. Annual Reviews publications are among the most highly cited in scientific literature as indexed by the Institute for Scientific Information's Journal Citation Report. Annual Reviews offers publications in print and online to individuals, institutions, and consortia throughout the world. Each year, Annual Reviews critically reviews the most significant primary research literature to guide you to the principal contributions of the field and help you keep up to date in your area of research.

Bentham Science Publishers

[<http://www.bentham.org/index.htm>]

A major STM journal publisher of 92 online and print journals, 200 plus open access journals, and related print/online book series, Bentham Science answers the informational needs of the pharmaceutical, biomedical and medical research community. Leading journals include Current Pharmaceutical Design (Impact Factor 4.399), Current Medicinal

Chemistry (Impact Factor 4.823), and the leading review journal in its field and endorsed by 7 Nobel Laureates. Other high profile journals include Current Topics in Medicinal Chemistry (Impact Factor 4.268), Current Drug Metabolism (Impact Factor 4.350) and Current Drug Targets (Impact Factor 4.187), Current Molecular Medicine (Impact Factor 5.254), Current Cancer Drug Targets (Impact Factor 4.316). News - High Impact Titles - Journals & Books - Conferences - Marketing Opportunities - Open Home -Bentham Ebooks.

Berkeley Electronic Press

[\[http://www.bepress.com/index.html\]](http://www.bepress.com/index.html)

Founded by professors in 1999, Berkeley Electronic Press publishes peer-reviewed electronic journals and develops software for the next generation of scholarly publishing. The bepress journals collection, ResearchNow, redefines what scholarly journals can do today, with fast and high quality peer review at sustainable prices. The bepress open-access Institutional Repository platform, Digital Commons, is the world's leading hosted Institutional Repository, featuring an innovative suite of publishing and software services. Publishes high-quality peer-reviewed journals in various fields such as, Economics, Business, Law, Political Science, Health and Medicine, Science and Technology, Education and Statistics.

BioMedCentral

[\[http://www.biomedcentral.com\]](http://www.biomedcentral.com)

Publisher of 207 peer-reviewed open access journals. The research articles in all journals published by BioMed Central are 'Open Access'. They are immediately and permanently available online without charge. A number of journals require an institutional or a personal subscription to view other content, such as reviews or paper reports. Free trial subscriptions to these journals are available.

BlogScopus

[<http://blog.scopus.com/about>]

It is the official blog for Scopus, Elsevier's abstract and citation database of peer-reviewed literature. On this blog you'll find important announcements about product releases as well as exploration of product features and content as well as posts on topics we find interesting. Scopus is the largest abstract and citation database of peer-reviewed literature – scientific journals, books and conference proceedings. Delivering a comprehensive overview of the world's research output in the fields of science, technology, medicine social sciences and arts and humanities, Scopus features smart tools to track, analyze and visualize research. From researchers pursuing scientific breakthroughs to academic institutions and government agencies evaluating research, Scopus is the abstract and indexing database of choice. Worldwide, Scopus is used by more than 3,000 academic, government and corporate institutions.

BMJ Journals

[<http://group.bmi.com/products/journals>]

30 Journals for health professionals in a variety of areas, such as clinical, medical, para-medical and other allied fields.

Cambridge Journals

[<http://journals.cambridge.org>]

More than 220 peer-reviewed academic and research journals for the global market, containing the latest research from a broad sweep of subject areas.

Chicago Journals

[<http://www.journals.uchicago.edu>]

Since 1892 – More than 50 scholarly journals and annuals in a variety of fields, such as Education [4], Humanities [15], Law [5], Life and Physical Sciences [6], Medical Sciences [3], Social Science s [26] .

Connect Journals

[\[http://www.connectjournals.com/\]](http://www.connectjournals.com/)

World's first Global window for the Journals Industry - A comprehensive Directory of Journals, e-Journal services & management. This is for the first time in the world that such an effort has been web engineered to create this exciting web platform to showcase complete information regarding Journals, Periodicals, Serials and Magazines. Connect Journals (CJ) presents an innovative concept, initiating a global outreach for your journals through our optimized marketing platform. This feature-packed portal makes available all the functionalities of B2B and B2C on one platform. Through this distinctive portal, any and all publishers avail FREE listing of their Journals, online linkages, conversion to e-Journal, and various other benefits and services; thereby enabling global positioning of their Journals as a member in today's world of e-commerce.

CSIR - eJournals Consortium

[\[http://124.124.221.7/\]](http://124.124.221.7/)

With agreements entered into with 19 publishers, access is available to 5000 world-class e-journals, Patent databases, standards, bibliographic databases etc. In year 2009, autonomous institutions and professional bodies under Department of Science technology (DST) are also joined the consortium for accessing information resources. Now consortium has agreements 29 information products including journals, bibliographic databases, patents, standards and protocols.

D-Lib Magazine

[\[http://www.dlib.org/\]](http://www.dlib.org/)

D-Lib Magazine is an electronic publication with a focus on digital library research and development, including new technologies, applications, and contextual social and economic

issues. D-Lib Magazine appeals to a broad technical and professional audience. The primary goal of the magazine is timely and efficient information exchange for the digital library community to help digital libraries be a broad interdisciplinary field, and not a set of specialties that know little of each other. Archive - Indexes - Author Guidelines - Subscribe - Calendar

DOAJ

[<http://doaj.org/>]

Welcome to the Directory of Open Access Journals. This service covers free, full text, quality controlled scientific and scholarly journals. We aim to cover all subjects and languages. There are now 5016 journals in the directory. Currently 2062 journals are searchable at article level.

Education Research Global Observatory

[<http://ergo.asu.edu/ejdirectory.html>]

The Observatory is a project of the Scholarly Communications Unit of the Center for Educational Research for Global Sustainability of the Mary Lou Fulton Institute and Graduate School of Education (FIGSE) at Arizona State University. As a signatory to the Budapest Open Access Initiative, the Observatory is dedicated to the promotion and dissemination of open access ("free to read") scholarship in education.

eJournals

[<http://www.e-journals.org>]

Providing links to a comprehensive list of the world's electronic journals on a variety of topics, such as History, Medicine, Microbiology, Zoology, Chemistry, Psychology, Economics, Sociology, Botany, Public Health, etc.

ELSEVIER

[http://www.elsevier.com/wps/find/homepage.cws_home]

As the world's leading publisher of science and health information, Elsevier serves more than 30 million scientists, students and health and information professionals worldwide. Elsevier develops online information solutions that help professionals achieve better outcomes. We publish around 2,000 journals and close to 20,000 books and major reference works. A global community of 7,000 journal editors, 70,000 editorial board members, 300,000 reviewers and 600,000 authors.

Emerald

[<http://www.emeraldinsight.com/>]

Emerald is a long established publisher with over 200 titles in the fields of management, information science and engineering. Representing real value for money, each title provides you with much more than just a paper journal. Included in your subscription is access to the online library that allows you to view the information you need whenever you need it. Fully searchable and available online, you can gain instant access to the latest ideas from around the globe, 24 hours a day, 7 days a week.

EuroJournals

[<http://www.eurojournals.com/>]

More than 30 publications to researchers, particularly to those working in competitive & dynamic fields; it offers an exceptionally fast publication schedule including prompt peer-review by the experts in the field and immediate publication upon acceptance.

Free eJournals

[<http://www.icast.org.in/ejournal/ejournal.php>]

Access to more than 700 Free E-journals covering Subjects

like Business & Management, Chemistry, Earth Sciences, Engineering, Environmental Sciences, General Works, Health Sciences, Information Technology, Library Science, Life Sciences, Material Science, Mathematics, Media and Communication, Physics & Social Sciences.

Free Medical Journals

[<http://www.freemedicaljournals.com>]

Promoting free access to more than 1400 journals in the areas of Biology, Cardiology, Endocrinology, Infectious diseases, Genetics, Oncology, Microbiology, Neurology, Physiology, etc.

HIRJ

[<http://www.heraldjournals.org/>]

Herald International Research Journals is an international platform for researchers, practitioners and academics to publish high quality original research papers. The scope of articles for our journals includes case studies, theoretical and empirically based research. The establishment of Herald International Research Journals is an answer to the wishes and desires of many researchers and teachers in developing nations especially in Africa and Asia who lack free access to quality materials online. Herald Journals opts to bring solution to this problem, and to encourage research development. Herald International Research Journals is fully committed to providing free access to all articles as soon as they are published. We strongly believe that our journal will help to develop your own professional career.

HighWire Press

[<http://highwire.stanford.edu>]

A division of the Stanford University Libraries, HighWire Press hosts the largest repository of high impact, peer-reviewed content, with 1277 journals and 6,130,606 full text articles from over 140 scholarly publishers. HighWire-hosted

publishers have collectively made 1,952,935 articles free. With their partner publishers they produce 71 of the 200 most-frequently-cited journals.

HindawiPublishingCorporation

[<http://www.hindawi.com/>]

Hindawi Publishing Corporation is a commercial publisher of peer-reviewed journals covering a wide range of academic disciplines. Founded in 1997, Hindawi currently employs more than 1,000 employees and publishes more than 430 open access, peer-reviewed journals. Hindawi's journals maintain the highest standards of peer review, with more than 40,000 internationally-recognized Editors serving on the Editorial Boards of Hindawi's journals. Many of the journals that Hindawi publishes are included in the leading abstracting and indexing databases, including the Science Citation Index, Scopus, PubMed, INSPEC, Mathematical Reviews, and Chemical Abstracts.

ICE Virtual Library

[<http://www.icevirtuallibrary.com>]

ICE Virtual Library is the largest online civil engineering resource in the world. Explore the full archive of the Institution of Civil Engineers back to 1836, browse internationally renowned journals and books, and take advantage of powerful searching tools to find the required information. ICE journals represent the highest standards of research and best-practice in civil engineering. ICE Proceedings form a unique interface between the worlds of theory and practice in civil engineering, and other titles such as Geotechnique and Magazine of Concrete Research are internationally renowned for publishing research of the highest quality. Covering every major civil and structural engineering disciplines, ICE journals are a comprehensive source of expertise for everyone in civil engineering.

IEEE Xplore

[<http://ieeexplore.ieee.org>]

Contains full text access to the world's highest quality technical literature in electrical engineering, computer science, and electronics. A crucial part of the IEEE's mission is to provide highly relevant technical information. IEEE periodicals (journals, transactions, letters, and magazines) have implemented a rigorous peer review process to ensure the high quality of its technical materials.

IISc Journal

[<http://journal.library.iisc.ernet.in/>]

The Journal of the Indian Institute of Science has been published by the Institute since 1914. Since its origin, research work carried out by the Institute and other institutions around the world was accepted for publication in the journal. The format was changed and it became a quarterly journal in the year 2007. Since then only review articles are being published, each issue being edited by an eminent researcher donning the mantle of a 'Guest Editor'. In view of change in the format to review Journal, we are not accepting any original papers from all sources.

IMPACTJournals

[<http://www.impactjournals.us/about-us.php>]

IMPACT Journals is a professional English-language academic journals publisher, which serves the world's research and scholarly communities. The word IMPACT is an acronym here and it stands for "International Multidisciplinary Publishing Academy for Computational Technologies" IMPACT journals aims to publish research articles of high quality dealing with issues which impact recent outstanding developments in the field of Engineering, Technology, Humanities, Arts, Science, Health & Medical Sciences, Management & Administration. Our

rapid publications provide a platform to the academicians, scholars and scientists for exchanging significant research information and ideas associated with all these disciplines. IMPACT journals believe in -Open Access Paradigm|| and provide seamless access to thousands of journal articles available online

IMPACT journals publishes original research articles on a wide range of topics of contemporary relevance in the broad fields of Accounts & Finance, Administration, Agricultural Science, Allied Physics & Chemistry, Archaeology, Arts, Aviation Science, Business Management, Chemistry, Civil, Computer Engineering & Networking, Earth Sciences, Education, Energy Engineering, Engineering & Technology, English Literature, Environment, Economics, Electrical & Electronics Engineering, Electronics, Financial Management, Food, Future Science, General Administration, Geology, Health, History, Hotel Management, Humanities, Human resource Management, Information Systems and Management, Journalism, Law, Language, Life-Sciences, Literature & Art, Management, Materials, Mechanics, Medicine, Mathematics, Natural Sciences, Physics, Political Science, Psychology, Pharmacy and Pathology, Philosophy, Public administration, Shipping & Oceanography, Social Sciences, Sociology, Sports Sciences, Traffic and Transportation, Tourism and Hospitality etc.,

Indian Free eJournals

[<http://www.uniraj.ernet.in/JOURNALS/indfreejon.html>]

List of 30 free eJournals on a variety of topics.

Indian Journals

[<http://www.indianjournals.com>]

It is a vast collection of interdisciplinary Indian Journals and Research Publications providing [a] a pan-global web exposure for the journals, and [b] an international door for knowledge

sharing. It caters to societies, institutes and individuals connected with any Indian Journal. As a client-focused organizational structure, it maintains efficiency and provides easier access to resources. Access to more than 150 journals on variety of topics.

Indian Medical Journals on Internet

[<http://indmed.nic.in/imcwebij.html>]

List of more than 1200 journals, both Indian and International, in the fields of medical and para-medical; some of them having full-text articles.

Informa

[<http://www.informa.com/>]

Provides high quality information on a variety of media. Provides a wide range of high quality of books and Journals covering almost every subject area imaginable. Conferences & Exhibitions - Books & Journals - Training - Data Centres - Magazines

InformaWorld

[<http://www.informaworld.comsmpp/home~db=all>]

Explore a world of specialist information for the academic professional and business communities. Informaworld is a one-stop site hosting journals, eBooks, abstract databases and reference works published by Taylor & Francis, Routledge, Psychology Press and Informa Healthcare. Aims to help researchers reach relevant resources as quickly as possible, leaving more time for the important part - the research.

International Consortium for the Advancement of Academic Publication

[<http://www.icaap.org/index.php>]

The International Consortium for the Advancement of Academic Publication is a research and development unit within Athabasca University. ICAAP is devoted to the

advancement of electronic scholarly communication. Our mission includes technological support, production, publication, and enhancement of scholarly journals and educational resources, with the goals of greater accessibility, recognition and communication within the academic community. The ICAAP web site offers a searchable database of journals. For inclusion in this database, please refer to the -terms for inclusion|| prior to submitting your journal. Journal Database - Other Resources

International Journal of Academic Research

[<http://www.ijar.lit.az/>]

International Journal of Academic Research is a bimonthly international journal publishing the finest peer-reviewed research in all fields of science and technology on the basis of its originality, importance, multidisciplinary interest, timeliness, accessibility, elegance and surprising conclusions. IJAR also provides rapid, authoritative, insightful and arresting news and interpretation of topical and coming trends affecting science, scientists and the wider public.

International Research Journals

[<http://www.interestjournals.org/>]

International Research Journals is an International, Scholarly open access publisher that currently provides worldwide research publications. IRJ offers a broad range of options for authors and researchers, enabling authors to publish their material in our quality open access journals with a high degree of rigorous peer review integrity and transparency. Our dedicated technical and editorial team members ensure the quality of the published research articles. We have very reputable and dedicated editorial board members from different academic fields which ensures the quality and review standards according to the international research publishing standards and quick publication of research articles. All

accepted and published articles are provided online with free access to provide the academic community with latest and quality research free. All Journals in International Research Journals subscribe to the principles of the Committee on Publication Ethics (COPE).

International Research Journals

[\[http://resjournals.com/\]](http://resjournals.com/)

The aim of the International Research Journals is to provide academically robust papers, research, critical reviews and opinions on the organizational, social and management issues associated with significant research findings. It is designed to be read by academics, scholars, advanced students, reflective practitioners, and those seeking an update on current experience and future prospects in relation to contemporary research. The journal will publish work from all disciplinary, theoretical and methodological perspectives. It encourages all of the following kinds of contribution: Original research articles - including theoretical/conceptual, empirical and critical studies, Review articles, Debates, Teaching cases and Invited articles.

International Research Publication House

[\[http://irphouse.comindex.htm\]](http://irphouse.comindex.htm)

It is a fast growing international academic publisher that publishes INTERNATIONAL JOURNALS in the fields of Computer Science, Electronics, Electrical, Engineering, Mechanics, Science and Technology, Mathematics and Management. Our journals would be an asset to any institution's science-engineering library. Our journals are international base. The quality of the people who freely give their time and effort to the journals, as editors, editorial board members and contributors, bears witness to the high esteem the journals are held in, in some circles. Of course, all content is fully refereed. The journals are well-established, properly organised and meet researchers' needs.

IOP Electronic Journals

[<http://journals.iop.org>]

The Institute of Physics is a scientific charity devoted to increasing the practice, understanding and application of physics. It has a worldwide membership of over 36,000 and is a leading communicator of physics-related science to all audiences, from specialists through to government and the general public. Its publishing company, IOP Publishing, is a world leader in scientific publishing and the electronic dissemination of physics.

ISI Web of Knowledge

[<http://wokinfo.com/>]

Unmatched coverage of the sciences, social sciences, and arts & humanities. Journals, books, data and conference proceedings — indexed cover-to-cover. 23000 Journals - 160000 Conference Proceedings - 9000 Websites - 100+ years of abstracts - 800 million cited references - 256 scientific disciplines. Over 90 million records covering 5,300 social science publications in 55 disciplines.

All-database search: ISI Web of Knowledge is much more than just an aggregation of content and tools. It's a unified platform that integrates all data and search terms together so that you can conduct one search to find all relevant items - no matter what database it originated in.

100% objective journal selection standards: Content is carefully evaluated and selected, meeting high standards in areas such as impact, influence, timeliness, peer review, and geographic representation. These standards assure users of superior results that cannot be matched by a free search engine or less selective database.

Over 100 years of scientific backfiles and citations: Fully indexed and searchable so you find all the supporting information you need. Coverage of over 256 disciplines in the sciences, social sciences, arts and humanities

Cover-to-cover journal indexing: Every item within every Web of Science journal issues is indexed, including full papers, editorials, commentaries, reviews, clinical reports, and more

More than journals: ISI Web of Knowledge also delivers access to

conference proceedings, patents, websites, and chemical structures, compounds and reactions.

Journal of Electronic Publishing

[<http://www.journalofelectronicpublishing.org>]

The Journal of Electronic Publishing (JEP) is a forum for research and discussion about contemporary publishing practices, and the impact of those practices upon users. Our contributors and readers are publishers, scholars, librarians, journalists, students, technologists, attorneys, retailers, and others with an interest in the methods and means of contemporary publishing. At its inception in January 1995, JEP carved out an important niche by recognizing that print communication was in the throes of significant change, and that digital communication would become an important--and in some cases predominant--means for transmitting published information. Subscription - Submission - Editors - Sponsors - Browse - Search - Advanced Search

Journalseek

[<http://journalseek.net/>]

Genamics JournalSeek is the largest completely categorized database of freely available journal information available on the internet. The database presently contains 95320 titles. Journal information includes the description (aims and scope), journal abbreviation, journal homepage link, subject category and ISSN. Searching this information allows the rapid identification of potential journals to publish one's research in, as well as allow you to find new journals of interest to one's field.

Knowledge Centre

[<http://www.knowledgecentre.unr.edu/rjournals/free.aspx>]

The University of Nevada's Reno Libraries offer links to about

1500 free online academic journals, on almost 100 subjects. Organized alphabetically. A wonderful public resource.

Master Journal List

[<http://science.thomsonreuters.com/mjl/>]

Contains a comprehensive list of journals on a variety of topics, such as biology, bioscience, biochemistry, biophysics, biotechnology, arts, humanities, agriculture, environmental sciences, clinical medicine, computing, technology, engineering, life sciences, earth sciences, social sciences, behavioural sciences, sports science, medicine, veterinary sciences, electronics, telecommunications, materials sciences, neurosciences, and business.

Mathematics Journals

[<http://www.isid.ac.in/>]

List of journals available at Indian Statistical Institute, Delhi

Medical Journals

[<http://www.medical-journals.com/index.php>]

Medical-Journals.com is UK based and not affiliated to any specific journal publisher. Medical-Journals.com understands that journal searches can be a time consuming and complex task. With that in mind, we have categorised journals by speciality and their primary continent/country of origin. Some journals will be listed under more than one category due to overlapping of subject matter. We will eventually link all online medical journals from every corner of the world. Not all medical journals provide their entire text free. Some journals are free for a limited period only. But most publishers offer abstracts or summaries of articles under each issue. Free sample copies are also offered by some. Occasionally, you might need to download relevant software when a journal is not originally published in English. A number of journals provide their online text in more than one language.

Contains more than 2500 peer-reviewed Journals on medical and other allied fields.

National Science Library - Journals & eJournals

[<http://nsl.niscair.res.in/Journals.jsp>]

NSL has access to 6000 journals in addition to over 2500 open access journals, and several important Databases and Standards like Web of Science (WOS), Derwent Innovations Index (DII), Delphion, QPAT, Scifinder, ASTM Standards and Indian Standards. The library is providing free access to electronic journals from 29 leading international publishers and database providers, like Elsevier, Springer, American Institute of Physics, Blackwell, John Wiley, Cambridge University Press, OUP, OSA, ACS, Taylor & Francis, Scifinder, WOS, DII, Delphion, Qpat, etc. Researchers irrespective of their affiliations may walk-in to access, browse, download and print any article from such a valuable knowledge resource for their scholarly work. The researchers / scholars, who walk-in to the CSIR labs /Institutions libraries for their scholarly work are also permitted to use these electronic resources of the consortium through the computer terminals placed in the library free of charge/fee.

National Science Library - OPAC

[<http://nsl.niscair.res.in/opac.jsp>]

The NSL has more than 2,40,000 monographs and bound volumes of periodicals. The library's catalogue of books and other reading material can be accessed through library intranet and Internet (**OnlinePublicAccessCatalogue**). The library catalogue is searched by author, title, publisher, keyword and year of publication.

Nature Publishing Group

[\[http://www.nature.com\]](http://www.nature.com)

Nature is the world's foremost weekly scientific journal and is the flagship journal for Nature Publishing Group (NPG). NPG publishes journals and online databases across the life, physical and applied sciences and, most recently, clinical medicine. Content encompasses daily news from award-winning journalists, expert opinion and practical methodology, and more high impact research and reviews than any science publisher. Over 30 journals are published in association with prestigious academic societies.

OpenAccessJournals

[\[www.oajournals.info\]](http://www.oajournals.info)

OA Journals is created to index all the Open Access Journals in our website. Research scholars now you can find about a journal whether is it indexed in ISI, Thomson Reuters, SCI. Click the link below and you can search about a journal by title word, full title, or ISSN. Contains the link of list of journals which have impact factor for 2012. There are allot of journals which says they have impact factor like 2.25, 0.75 etc. Don't get into trouble yourself. Click the link provided therein and you can download the PDF list which is published by Thomson Reuters. Also this website provides the list of journals indexed in Scopus (Sciverse) in the year 2014.

OJOSE

[\[http://www.oiose.com/\]](http://www.oiose.com/)

OJOSE (**O**nline **J**ournal **S**earch **E**ngine) is a free powerful scientific search engine enabling you to make search-queries in different databases by using only 1 search field. With OJOSE one can find, download or buy scientific publications (journals, articles, research reports, books, etc.) in up to 60 different databases. Most databases are

using ENGLISH, follow this link to translate into the right language.

OMICS Group

[<http://omicsonline.org/about.php>]

OMICS Group International is an amalgamation of Open Access publications and worldwide international science conferences and events. Established in the year 2007 with the sole aim of making the information on Sciences and technology 'Open Access', OMICS Group publishes 400 online open access scholarly journals in all aspects of Science, Engineering, Management and Technology journals. OMICS Group has been instrumental in taking the knowledge on Science & technology to the doorsteps of ordinary men and women. Research Scholars, Students, Libraries, Educational Institutions, Research centers and the industry are main stakeholders that benefitted greatly from this knowledge dissemination. OMICS Group also organizes 300 International conferences annually across the globe, where knowledge transfer takes place through debates, round table discussions, poster presentations, workshops, symposia and exhibitions.

Open Science Directory

[<http://www.opensciencedirectory.net/>]

About 13000 scientific journals are now available in the 'Open Science Directory'. When all the special program journals will be included, the Open Science Directory will contain more than 20000 titles. Access to scientific literature is very important for the scientific work in developing countries. As a result of different projects a large collection of e-journals is now available for researchers in developing countries. The number of Open Access Journals is growing steadily as we can see in the Directory of Open Access Journals. Major UNO organizations like WHO, FAO and UNEP have their specific programs for the scientific institutions in low-income

countries. Finally a lot of universities, institutes and other organizations are supporting access programs. The most important are INASP, eIFL and eJDS. All these programs and projects have their own website and/or search engine. With the Open Science Directory IOC/IODE, with the support of EBSCO and Hasselt University Library, is creating a unique access point to all the journals contained in the different programs.

OpticsInfoBase

[\[http://www.opticsinfobase.org/\]](http://www.opticsinfobase.org/)

Optics InfoBase is OSA's online library for OSA flagship journals and for partnered and copublished journals. It contains recent proceedings from OSA conferences. The Optics InfoBase has a variety of simple and advanced search and browse features for locating articles. It offers a growing number of tools for creating custom alerts and RSS feeds, linking to related content, exporting citations, and much more.

Oxford Journals

[\[http://www.oxfordjournals.org/\]](http://www.oxfordjournals.org/)

More than 250 scholarly and peer-reviewed journals almost in every field of global importance are published with different periodicity. Journals have non-open access model as well as open access model. Therefore there will be a mixture of non-open access and open access original research papers within each journal. Over 90 journals have an optional open access model.

PNAS

[\[http://www.pnas.org\]](http://www.pnas.org)

Proceedings of the National Academy of Sciences of the United States of America [PNAS] is one of the world's most-cited multidisciplinary scientific serials. Since its establishment in 1914, it continues to publish cutting-edge research reports,

commentaries, reviews, perspectives, colloquium papers, and actions of the Academy. Coverage in PNAS spans the biological, physical, and social sciences. PNAS is published weekly in print, and daily online in PNAS Early Edition. The PNAS impact factor is 9.38 and the Eigenfactor is 1.7 for 2008. PNAS is abstracted and/or indexed in: Index Medicus, PubMed Central, Current Contents, Medline, SPIN, JSTOR, ISI Web of Science, and BIOSIS.

Practical Assessment, Research & Evaluation

[<http://pareonline.net/>]

Practical Assessment, Research & Evaluation (PARE) is an on-line journal supported entirely by volunteer efforts. Its purpose is to provide access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice.

ProjectMUSE

[<http://muse.jhu.edu/>]

Project MUSE is a unique collaboration between libraries and publishers, providing 100% full-text, affordable and user-friendly online access to a comprehensive selection of prestigious humanities and social sciences journals. MUSE's online journal collections support a diverse array of research needs at academic, public, special and school libraries worldwide. Our journals are heavily indexed and peer-reviewed, with critically acclaimed articles by the most respected scholars in their fields. MUSE is also the sole source of complete, full-text versions of titles from many of the world's leading university presses and scholarly societies. Currently, MUSE provides full-text access to current content from over 400 titles representing nearly 100 not-for-profit publishers. Collection contains more than 450 journals in 47 different fields.

PublishingIndia

[<http://www.publishingindia.com/about-us/introduction/>]

Publishing India Group (PublishingIndia) was launched in year 2009, with an objective to be among India's full text publisher covering niche disciplines of Management. We initiated with our first individual journal in year 2010, titled "International Journal of Financial Management" which intends to provide the super ordinate podium to the researchers to share their findings with the global community after having crossed the quality checks and legitimacy criteria, which in no way promise to be liberal. Based on the same and in line with our objectives, we came out with another set of journals during year 2011, covering areas such as Supply Chain Management, Human Resource, Organizational Behaviour, Hospitality and Tourism Management, Accounting Research, Entrepreneurship and other related areas. Most of our journals are following Peer review process and are indexed within International Databases such as Business Source Complete, Cabell's Directory, Ulrichs' Web & others. Within years to come, we look forward to expand the range of journals available with us.

PubMed Central

[<http://www.ncbi.nlm.nih.gov/pmc/>]

PubMed Central (PMC) is the U.S. National Institutes of Health (NIH) free digital archive of biomedical and life sciences journal literature. The PMC journal list comprises journals that deposit material in PMC on a routine basis and generally make all their published articles available here.

Qualitative Report

[<http://www.nova.edu/ssss/OR/web.html>]

An online bi-monthly journal dedicated to qualitative research since 1990; containing a comprehensive list of qualitative research web sites.

Qualitative Research Journals

[<http://www.slu.edu/organizations.qrc/ORjournals.html>]

The following list includes journals that focus on qualitative research as well as journals receptive to publishing qualitative research. The list, derived primarily from (a) Judith Preissle's List of Journals Friendly to Qualitative Work, posted to QUALRS-L on September 22, 1996; and (b) Linda Wark's Qualitative Research Journals, a list published in The Qualitative Report, Volume 1, Number 4, Fall 1992 (updated October 1999), continues to be modified. When available, links to journal home pages have been incorporated into the list. In some cases, the links lead to the publisher's site; follow links to specific titles from there.

Questia

[<http://www.questia.com/?qclid=CIK-r5DP7cACFRIsjgodvlgAwQ>]

More than 150 journals on a variety of topics such as Psychiatry, Applied Economics, Agriculture, Healthcare, Applied Management, Business Forecasting, Biblical Literature, Anthropology, Medicine, Law, etc.

Research India Publications

[<http://www.ripublications.com/journals.htm>]

Research India Publications is a privately owned publishing company dedicated to the global dissemination of information. All of journals published maintain the highest standards of quality, with Editorial Boards composed of scholars from around the world. At present, they have nearly 40 Journals covering the areas like Management, Mathematics, Applied Science & Technology, Wire Networks, Educational Technology, Chemical Engineering, etc

RSC Publishing

[<http://www.rsc.org>]

RSC Publishing is one of the largest and most dynamic publishers of chemical science information in the world, wholly

owned by the Royal Society of Chemistry. Their authors, readers and customers are truly international and their publishing activity dates back to 1841. Today they publish a wide range of journals, magazines, databases and books. In providing research tools, we aim to connect practising chemists to the tools that will be most helpful in their current roles. If you are an academic researcher, industry chemist, PhD student or a professor we are sure you will be impressed by the number and variety of the tools on offer. We also have a range of ebooks, journals and databases that members can access free of charge in the Virtual Library.

RTI International Research Publications

[http://www.rti.org/page.cfm/About_RTI]

RTI International is one of the world's leading research institutes, dedicated to improving the human condition by turning knowledge into practice. Our staff of more than 3,700 provides research and technical services to governments and businesses in more than 75 countries in the areas of health and pharmaceuticals, education and training, surveys and statistics, advanced technology, international development, economic and social policy, energy and the environment, and laboratory testing and chemical analysis. RTI publishes the results of their research in a variety of formats, and many can be downloaded for free as a PDF file. As they don't own the copyright of a publication, they provide a full citation and/or a link to an online version.

SAGE Journals Online

[<http://sagepub.in/>]

Over 700 journals, including those of over 298 learned societies and institutions, and over 800 books a year across a broad range of subject areas including business, humanities, social sciences, and science, technology, and medicine. SAGE's prestigious and highly cited journals are available

electronically on the award-winning SAGE Journals platform powered by HighWire. SAGE India journals have been indexed in the prestigious Thomson Reuters Journal Citation Reports®. This reflects a commitment to publishing research of the highest quality on an international scale. Online is the delivery platform that provides online access to the full text of individual SAGE journals. The SAGE Full-Text Collections, SAGE's award-winning, discipline-specific research databases, are also available on SAGE Journals Online.

ScienceDirect

[<http://www.elsevier.com/online-tools/sciencedirect/journals>]

ScienceDirect is home to almost one-quarter of the world's peer-reviewed full-text scientific, technical and medical content. Over 15 million researchers, health care professionals, teachers, students and information professionals around the globe rely on ScienceDirect as a trusted source of nearly 2,500 journals and more than 26,000 book titles. ScienceDirect supports research and education with interactive elements in articles such as audio, video, graphs, tables and images, and offers tools so users can stay current with research trends. Content on ScienceDirect also features embedded links to external datasets, including earth and environmental science data from PANGAEA, abstract and indexing data from Scopus and chemical reactions data from Reaxys. With over 12.6 million content pieces available—including pre-publication articles and open access content from Elsevier journals—ScienceDirect is a premier platform for discovering the world of research.

ScienceGateway

[<http://www.sciencegateway.org/>]

Science Gateway is a directory of links and resources for biomedical science and research. It is compiled by a group of scientists located in Europe and North America. Provides a

list and links to more than 16000 Journals. We do not belong to any organization. Anyone who finds this website helpful is welcome to use it free of charge.

ScienceMag

[<http://www.sciencemag.org>]

Founded in 1880 on \$10,000 of seed money from the American inventor Thomas Edison, Science has grown to become the world's leading outlet for scientific news, commentary, and cutting-edge research, with the largest paid circulation of any peer-reviewed general-science journal. Through its print and online incarnations, Science reaches an estimated worldwide readership of more than one million. In content, too, the journal is truly international in scope; some 35 to 40 percent of the corresponding authors on its papers are based outside the United States. Its articles consistently rank among world's most cited research. News - Science Journals - Careers - Multimedia - Collections - Blogs & Communities

ScienceNews

[<http://www.sciencenews.org/view/home>]

Science News has been published since 1922. This award-winning biweekly news magazine covers important and emerging research in all fields of science. It publishes concise, accurate, timely articles that appeal to both general readers and scientists, reaching nearly 130,000 subscribers and more than one million readers. Audible.com distributes an audio edition of Science News. News from the Science News reporting team also appears at www.sciencenews.org. Updated daily, this site covers all areas of science.

SciencePG

[<http://www.sciencepublishinggroup.com/home/index.aspx>]

Science Publishing Group is an independent international publisher of 110+ open access, online, peer-reviewed journals covering a wide range of academic disciplines. With an

editorial team comprising some of the world's leading researchers, Science Publishing Group communicates scientific discoveries to over 175 countries. Science Publishing Group is dedicated to advancing technological innovation and excellence for the benefit of humanity. Science Publishing Group and its members inspire a global community through its publications, conferences and professional and educational activities.

Scitation

[<http://scitation.aip.org/>]

Scitation is the re-launch of the Online Journal Publishing Service (OJPS), a leader in online sci-tech publishing and journal hosting since 1996. The name "Scitation" was chosen because it more accurately describes the platform's services to the scholarly community. Scitation includes links to many rich sources of information, including ISI's Web of Science, MEDLINE, Chemport/Chemical Abstracts Service, SPIN database, INSPEC, EDP Sciences, X-ArkiV, SLAC-SPIRES, and other Scitation journals, among others. Scitation publications contain forward links to other articles on the platform. Forward links are links to articles that were published after a particular article that cite it. In addition, links between articles and editorially related material (for example, articles and errata, or comments and replies) are a platform standard. Links are also available to any author-supplied supplementary material (including multimedia) hosted on the Scitation platform.

Scopus

[<http://www.elsevier.com/online-tools/scopus/>]

Scopus is the largest abstract and citation database of peer-reviewed literature: scientific journals, books and conference proceedings. Delivering a comprehensive overview of the world's research output in the fields of science, technology,

medicine, social sciences, and arts and humanities, Scopus features smart tools to track, analyze and visualize research. As research becomes increasingly global, interdisciplinary and collaborative, you can make sure that critical research from around the world is not missed when you choose Scopus. Quick, easy and comprehensive, Scopus provides superior support of the literature research process. Scopus, launched in November 2004, is the largest abstract and citation database containing both peer-reviewed research literature and quality web sources. With over 22000 titles from more than 5,000 publishers, Scopus offers researchers a quick, easy and comprehensive resource to support their research needs in the scientific, technical, medical and social sciences fields and, more recently, also in the arts and humanities.

SolutionsJournal

[<http://www.thesolutionsjournal.com/>]

Solutions is a hybrid peer-reviewed journal and popular magazine. It is on the web, on newsstands, and in libraries. It's intended to allow serious, creative dialogue and discussion at the highest level across a range of perspectives, while still being understandable and engaging to the lay public. It moves beyond the current culture of argument that casts even the most complex problems as polarizing debates.

SpringerOpen

[<http://www.springeropen.com/about>]

SpringerOpen gives you the opportunity to publish open access in all areas of science. It makes it easier than ever for you to widen your readership, comply with open access mandates, retain copyright, and benefit from Springer's trusted brand. SpringerOpen, launched in June 2010, includes Springer's portfolio of 160+ peer-reviewed fully open access journals across all areas of science ranging from very specialized titles to SpringerPlus, our interdisciplinary open

access journal that covers all disciplines. In August 2012, due to the growing demand for open access and the success of our SpringerOpen journals, we expanded our offering to open access books. Published under the SpringerOpen brand they complement our established open access journal__portfolio. SpringerOpen journals and books are made freely and permanently available online immediately upon publication. They are subject to high-level peer__review, author and production services ensuring quality and reliability of the work. Authors publishing with SpringerOpen retain the copyright to their work, licensing it under a Creative Commons license.

Strategian

[<http://www.strategian.com/>]

Quality Information in Biology, Chemistry, Computer Science, Mathematics, Medicine, Physics, and Psychology. The magazines and journals listed here allow free access to the complete text of some or all of the articles in selected issues--usually issues published fairly recently. The publications listed do not require any sort of registration in order to access the full text; journals and other services that do require registration in order to access full text content--even if the registration is free--are not listed.

Symbiosis

[<http://symbiosisonlinepublishing.com/aboutus.php>]

Symbiosis is an emerging online publishing house that publishes Open Access Journals in the current research fields of science & technology. SOJ (Symbiosis Open Journals) acts as a connecting link between researchers and readers across the scientific community. SOJ enables the readers to read, share and download the content without any charge via open access. All the Open Access Publications will be permanently archived with the respective journal and will be accessible

throughout the world. Symbiosis Open Journals (SOJ) covers the latest advancements strictly oriented towards research in the areas of Pharmaceuticals, Biotechnology, Genetics, Microbiology, Nutritional Sciences, Clinical & Medical Research, Materials sciences & Engineering and Nanotechnology. The Symbiosis Group Online publications can be broadly classified into five categories of Scientific Journals. These are Clinical Journals, Medical Journals, Life Science Journals, Engineering Journals and Pharma Journals. All the journals enlisted under these categories are Scholarly Journals. Several Peer-Reviewed Journals of Symbiosis group have been enlisted on ICMJE website.

Taylor & Francis

<http://www.tandf.co.uk/journals/>

Building on two centuries' experience, Taylor & Francis has grown rapidly over the last two decades to become a leading international academic publisher. Operating from a network of 20 global offices, including New York, Philadelphia, Oxford, Melbourne, Stockholm, Beijing, New Delhi, Johannesburg, Singapore and Tokyo, the Taylor & Francis Group publishes more than 1,600 journals and around 1,800 new books each year, with a books backlist in excess of 20,000 specialist titles. Taylor & Francis Online provides access to, and information about, all journals from Taylor & Francis, Routledge and Psychology Press. One can search or browse a portfolio of over 1,600 journals from the Taylor & Francis Group. Group provides of quality information and knowledge that enable our customers to perform their jobs efficiently, continue their education, and help contribute to the advancement of their chosen markets. Major customers are researchers, students, academics and increasingly professionals.

TheScientist

[<http://www.the-scientist.com/>]

The Scientist is the magazine for life science professionals—a publication dedicated to covering a wide range of topics central to the study of cell and molecular biology, genetics, and other life-science fields. Through innovative print articles, online stories, and multimedia features, the magazine explores the latest scientific discoveries, trends in research, innovative techniques, new technology, business, and careers. It is read by leading researchers in industry and academia who value penetrating analyses and broad perspectives on life-science topics both within and beyond their areas of expertise. Written by prominent scientists and professional journalists, articles in The Scientist are concise, accurate, accessible, and entertaining.

WebScience

[<http://thomsonreuters.com/thomson-reuters-web-of-science/>]

Thomson Reuters is the world's leading source of intelligent information for businesses and professionals. We combine industry expertise with innovative technology to deliver critical information to leading decision makers in the financial and risk, legal, tax and accounting, intellectual property and science and media markets, powered by the world's most trusted news organization. The most comprehensive and versatile research platform available. Whether looking at data, books, journals, proceedings or patents, Web of Science provides a single destination to access the most reliable, integrated, multidisciplinary research. Quality, curated content delivered alongside information on emerging trends, subject specific content and analysis tools make it easy for students, faculty, researchers, analysts, and program managers to pinpoint the most relevant research to inform their work. Arts & Humanities Citation Index®, accessed via Web of Science, Core Collection, provides researchers, administrators, faculty,

and students with quick, powerful access to the bibliographic and citation information for journal articles in the arts & humanities that they need to find research data, analyze trends, journals, and researchers, and share their findings. Overcome information overload and focus on essential data from over 1,700 of the world's leading arts and humanities journals.

Wiley InterScience

[<http://olabout.wiley.com/WileyCDA/>]

Wiley InterScience offers over 3 million articles from 1500+ journals, the combined output of all Wiley-Blackwell peer-reviewed primary research and survey journals, more than half of which are published in partnership with prestigious international scholarly and professional associations. Their portfolio covers the full spectrum of science, medicine, technology, business, social sciences, and the humanities, and includes many titles ranked at the forefront of their fields. It delivers seamless integrated access to over 4 million articles from 1500 journals, over 15,000 online books, and hundreds of reference works, laboratory protocols and databases.

WorldLibraries

[<http://www.worlib.org/>]

World Libraries is a unique, free, peer-reviewed library and information science journal. It provides a forum dedicated to all aspects of librarianship throughout the world. This journal is dedicated to librarians and libraries in regions without associations or agencies to encourage scholarly communication and professional development. World Libraries exists to give a voice to librarians in every nation, allowing them to freely share their stories and experiences of how they make things work under unique and sometimes difficult circumstances. As an openly accessible journal—without registration, passwords or fees—World Libraries will

reach more readers and contributors than ever before, connecting librarians in highly developed countries with those facing the most basic professional and socio-economic challenges.

(☺)(☺)(☺) **Best Wishes** (☺)(☺)(☺)

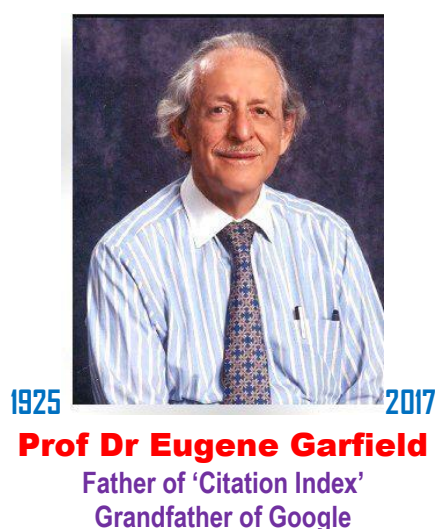


"It is my hope that these images will generate a huge number of academic journal papers and theses on the Palaeolithic period."



"You are completely free to carry out whatever research you want, so long as you come to these conclusions."





Dr. Eugene Garfield is the founder of the Institute for Scientific Information (ISI) and a pioneer in the field of citation analysis.

Eugene Garfield was one of the most influential figures in the world of library and information science in the second half of the 20th century. He pioneered citation indexing in the sciences and scholarly journal literature, in which the cited references (footnotes) in each article are recorded and serve as connections between papers, creating a network of ideas and concepts that can be navigated backward and forward in time. The first Science Citation Index was produced in 1964, nine years after he published the concept of citation indexing for the sciences in 1955. The Science Citation Index (now called the Web of Science) revolutionized the way people searched for information of interest. Garfield anticipated -- by 40 years -- the advent of hyperlinked pages on the web and the appearance of the Google Search algorithm (the patent for which cites Garfield). It took that long for technological developments to catch up with Eugene Garfield's vision. He founded the Institute for Scientific Information (ISI) in Philadelphia in 1960, which produced many databases and information products for libraries, universities, government agencies, and industrial firms worldwide. His firm was acquired by Thomson Corporation in 1992 (which eventually became Thomson Reuters),

Garfield came to see the impact factor as a mixed blessing, "like nuclear energy". Although he felt that citation indexing and the impact factor could be remedies for the limitations of peer review, he was uncomfortable with their misuse as performance indicators.

Garfield's enthusiasm was not the bookkeeper's but the visionary's. He saw in his creations a better science for society and the ideal of a unified body of knowledge accessible to all.

THE FOLLOWING FIGURES SPEAK FOR THEMSELVES

Garfield's personal profile page in Scopus

Garfield, Eugene

[Find unmatched authors](#)
[Feedback](#)
[Print](#)
[E-mail](#)

Personal

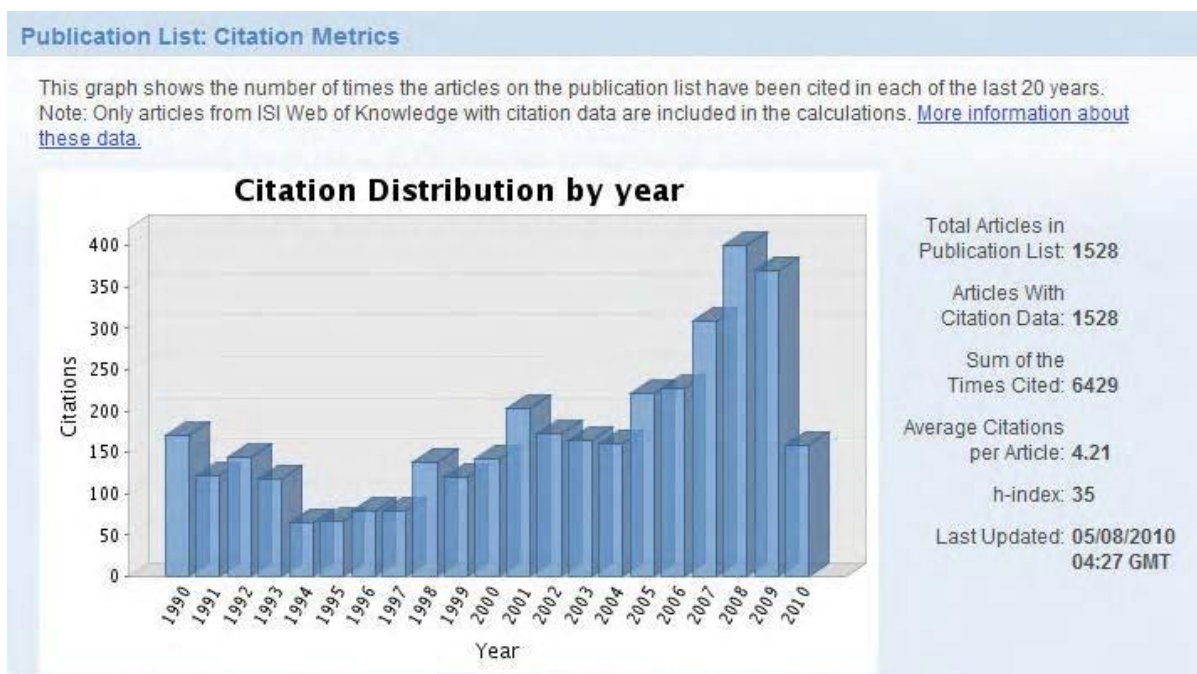
Name	Garfield, Eugene		
Other formats	Garfield, E. GARFIELD, E.		
Author Identifier	7005088140		
Affiliation	ISI	Philadelphia United States	

209 documents have been added to your temporary List.

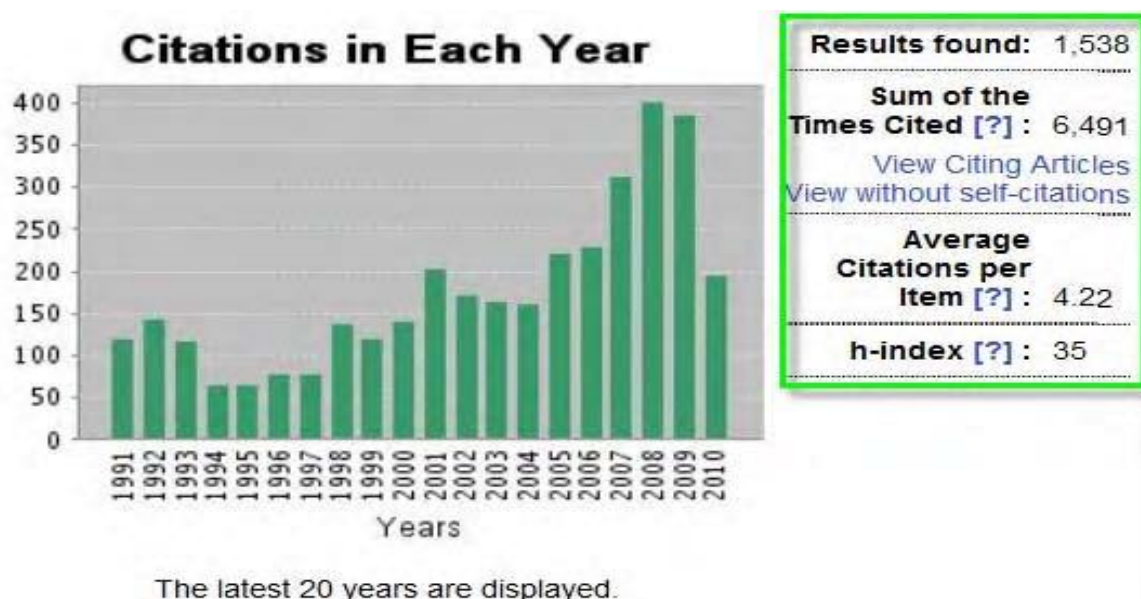
Research

Garfield, Eugene		Total including 4 grouped Authors	
Documents	205	Add to list	209 Add to list
References	619		619
Cited By	1643	Citation tracker	1645 Citation tracker
<i>h</i> Index	14	h-graph	14 h-graph
The <i>h</i> Index considers Scopus articles published after 1995.			
Co-authors	59		61
Web Search	53279		53279
Subject Area	Multidisciplinary Computer Science Medicine More...		

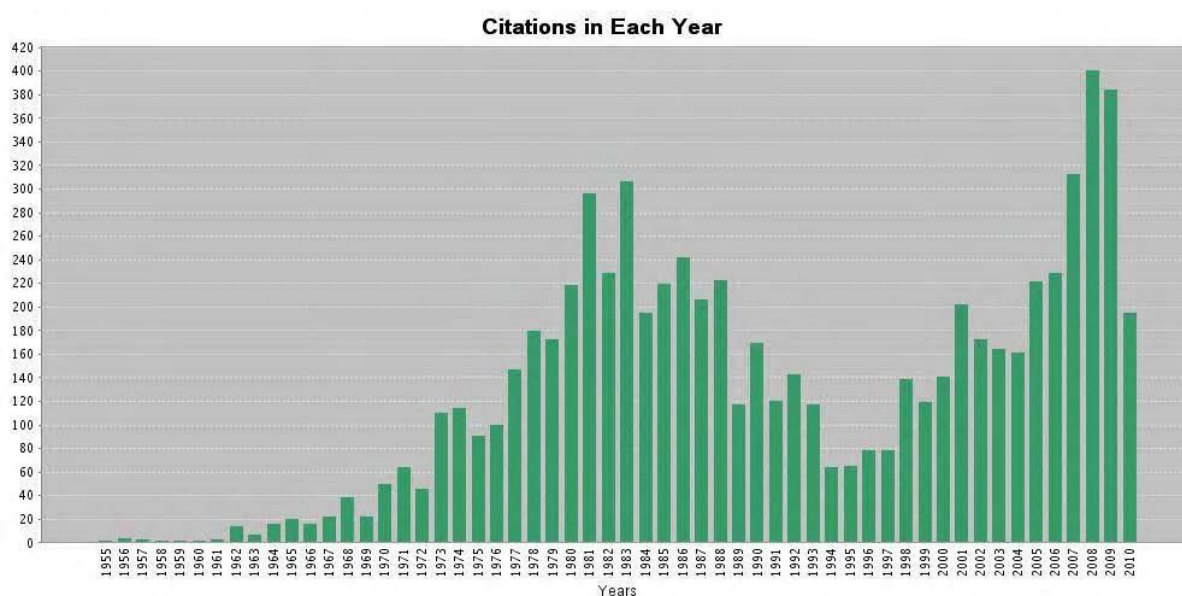
Garfield's ResearcherID badge on May 8, 2010



Excerpt from Garfield's Citation Report in WoS on June 13, 2010 The WoS Citation Report also shows (optionally) the citations to Garfield's work for his entire publishing time span as shown in the Figure



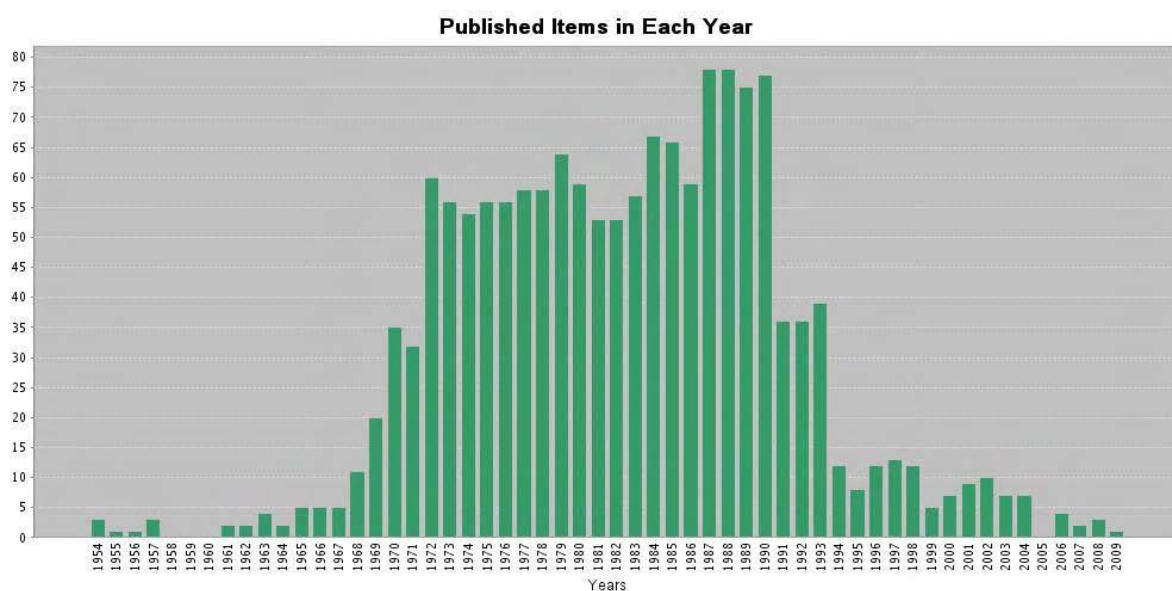
Citations received by Garfield since 1955



WoS Citation Report with key productivity and impact indicators



Master records for Garfield's publications in the WoS database



Excerpts from the list of journals where Garfield published

Source Titles Refine Exclude Cancel Sort these by: Record Count ▼		
The first 100 Source Titles (by record count) are shown. For advanced refine options, use Analyze results .		
☐ CURRENT CONTENTS (1,068)	☐ LIBRARY JOURNAL (2)	☐ FEMS MICROBIOLOGY LETTERS (1)
☐ SCIENTIST (148)	☐ LIBRARY QUARTERLY (2)	☐ FRONTIERS OF LIBRARIANSHIP-SYRACUSE UNIVERSITY (1)
☐ CURRENT CONTENTS/LIFE SCIENCES (89)	☐ NACHRICHTEN FUR DOKUMENTATION (2)	☐ HEALTH INFORMATION AND LIBRARIES JOURNAL (1)
☐ JOURNAL OF INFORMATION SCIENCE (13)	☐ NATURWISSENSCHAFTEN (2)	☐ INFORMATION SCIENTIST (1)
☐ JOURNAL OF CHEMICAL DOCUMENTATION (12)	☐ AACE BULLETIN (1)	☐ INFORMATION TECHNOLOGY AND LIBRARIES (1)
☐ NATURE (12)	☐ ACS MISCELLANEOUS PUBLICATION (1)	☐ INNOVATION AT THE CROSSROADS BETWEEN SCIENCE AND TECHNOLOGY (1)
☐ JOURNAL OF THE AMERICAN SOCIETY FOR INFORMATION SCIENCE (11)	☐ AMERICAN BEHAVIORAL SCIENTIST (1)	☐ INTERNATIONAL MICROBIOLOGY (1)
☐ ABSTRACTS OF PAPERS OF THE AMERICAN CHEMICAL SOCIETY (10)	☐ AMERICAN SOCIOLOGIST (1)	☐ ISRAEL JOURNAL OF AGRICULTURAL RESEARCH (1)
☐ SCIENCE (10)	☐ ANAESTHESIST (1)	☐ JOURNAL OF CERAMIC PROCESSING RESEARCH (1)
☐ SCIENTOMETRICS (9)	☐ ANNALS OF BIOMEDICAL ENGINEERING (1)	☐ JOURNAL OF INFORMETRICS (1)
☐ CURRENT COMMENTS (7)	☐ ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE (1)	☐ JOURNAL OF NUCLEAR MEDICINE AND ALLIED SCIENCES (1)
☐ ANNALS OF INTERNAL MEDICINE (5)	☐ ARBOR-CIENCIA PENSAMIENTO Y CULTURA (1)	☐ JOURNAL OF PUBLIC HEALTH DENTISTRY (1)
☐ BRITISH MEDICAL JOURNAL (5)	☐ ARCHIVES OF PATHOLOGY (1)	☐ JOURNAL OF THE AMERICAN CHEMICAL SOCIETY (1)
☐ CURRENT SCIENCE (5)	☐ ARCHIVES OF SURGERY (1)	☐ JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION (1)
☐ IEEE TRANSACTIONS ON PROFESSIONAL COMMUNICATION (5)	☐ ASIS MONOGRAPH SERIES (1)	☐ JOURNAL OF THE HISTORY OF THE BEHAVIORAL SCIENCES (1)
☐ JAMA-JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION (5)	☐ ASIST 2003: PROCEEDINGS OF THE 86TH ASIST ANNUAL MEETING, VOL 40, 2003 (1)	☐ JOURNAL OF THE INDIAN INSTITUTE OF SCIENCE (1)
☐ JOURNAL OF THE AMERICAN SOCIETY FOR INFORMATION SCIENCE AND TECHNOLOGY (5)	☐ ASIST 2004: PROCEEDINGS OF THE 87TH ASIS&T ANNUAL MEETING, VOL 41, 2004 (1)	☐ JOURNAL OF THE OPTICAL SOCIETY OF AMERICA (1)
☐ CANADIAN MEDICAL ASSOCIATION JOURNAL (4)	☐ BIOLOGIYA MORYA-MARINE BIOLOGY (1)	☐ JOURNAL OF THE PATENT OFFICE SOCIETY (1)
☐ CHEMTECH (4)	☐ BIOSCIENCE (1)	☐ LIBRI (1)
☐ JOURNAL OF CHEMICAL INFORMATION AND COMPUTER SCIENCES (4)	☐ BULLETIN OF THE ATOMIC SCIENTISTS (1)	☐ MEDICAL JOURNAL OF AUSTRALIA (1)
☐ JOURNAL OF DOCUMENTATION (4)	☐ BUSINESS SOFTWARE REVIEW (1)	☐ METHODS OF INFORMATION IN MEDICINE (1)
☐ PROCEEDINGS OF THE ASIST ANNUAL MEETING (4)	☐ CANADIAN JOURNAL OF INFORMATION AND LIBRARY SCIENCE-REVUE CANADIENNE DES SCIENCES DE L'INFORMATION ET DE BIBLIOTHECONOMIE (1)	☐ NEW ENGLAND JOURNAL OF MEDICINE (1)
☐ AMERICAN DOCUMENTATION (3)	☐ CANADIAN JOURNAL OF PSYCHIATRY-REVUE CANADIENNE DE PSYCHIATRIE (1)	☐ NEW SCIENTIST (1)
☐ SPECIAL LIBRARIES (3)	☐ CANADIAN LIBRARY JOURNAL (1)	☐ OCCUPATIONAL MEDICINE-OXFORD (1)

Subject areas of journals that published Garfield's papers

View Distinct Author Sets for [garfield e](#)

The Distinct Author Set feature is a discovery tool showing sets of papers likely written by the same person. ([Tell me more.](#))

Results: **1,538** Sort by: **Latest Date**

Subject Areas [Refine](#) [Exclude](#) [Cancel](#) Sort these by: **Record Count** ▼

The first 100 Subject Areas (by record count) are shown. For advanced refine options, use [Analyze results](#).

☐ MULTIDISCIPLINARY SCIENCES (1,343)	☐ LAW (2)	☐ INTERNATIONAL RELATIONS (1)
☐ SOCIAL SCIENCES, INTERDISCIPLINARY (1,159)	☐ MICROBIOLOGY (2)	☐ MARINE & FRESHWATER BIOLOGY (1)
☐ INFORMATION SCIENCE & LIBRARY SCIENCE (219)	☐ PSYCHOLOGY (2)	☐ MATERIALS SCIENCE, CERAMICS (1)
☐ COMPUTER SCIENCE, INFORMATION SYSTEMS (53)	☐ AGRICULTURE, MULTIDISCIPLINARY (1)	☐ MEDICAL INFORMATICS (1)
☐ MEDICINE, GENERAL & INTERNAL (28)	☐ ANESTHESIOLOGY (1)	☐ MEDICINE, LEGAL (1)
☐ COMPUTER SCIENCE, INTERDISCIPLINARY APPLICATIONS (25)	☐ ANTHROPOLOGY (1)	☐ NEUROSCIENCES (1)
☐ CHEMISTRY, MULTIDISCIPLINARY (20)	☐ AUTOMATION & CONTROL SYSTEMS (1)	☐ PATHOLOGY (1)
☐ ENGINEERING, MULTIDISCIPLINARY (6)	☐ BEHAVIORAL SCIENCES (1)	☐ PEDIATRICS (1)
☐ BIOCHEMISTRY & MOLECULAR BIOLOGY (5)	☐ BIOTECHNOLOGY & APPLIED MICROBIOLOGY (1)	☐ PHILOSOPHY (1)
☐ CHEMISTRY, APPLIED (5)	☐ BUSINESS (1)	☐ PHYSICS, MULTIDISCIPLINARY (1)
☐ COMMUNICATION (5)	☐ COMPUTER SCIENCE, SOFTWARE ENGINEERING (1)	☐ POLITICAL SCIENCE (1)
☐ ENGINEERING, CHEMICAL (4)	☐ DENTISTRY, ORAL SURGERY & MEDICINE (1)	☐ PSYCHIATRY (1)
☐ PUBLIC, ENVIRONMENTAL & OCCUPATIONAL HEALTH (4)	☐ EDUCATION, SCIENTIFIC DISCIPLINES (1)	☐ PSYCHOLOGY, CLINICAL (1)
☐ SOCIAL ISSUES (3)	☐ EMERGENCY MEDICINE (1)	☐ PSYCHOLOGY, MULTIDISCIPLINARY (1)
☐ SURGERY (3)	☐ ENGINEERING, BIOMEDICAL (1)	☐ RADIOLOGY, NUCLEAR MEDICINE & MEDICAL IMAGING (1)
☐ BIOLOGY (2)	☐ ENGINEERING, MECHANICAL (1)	☐ SOCIOLOGY (1)
☐ CELL BIOLOGY (2)	☐ HEALTH CARE SCIENCES & SERVICES (1)	☐ STATISTICS & PROBABILITY (1)
☐ FOOD SCIENCE & TECHNOLOGY (2)	☐ HISTORY (1)	☐ TOXICOLOGY (1)
☐ HISTORY & PHILOSOPHY OF SCIENCE (2)	☐ HUMANITIES, MULTIDISCIPLINARY (1)	☐ VETERINARY SCIENCES (1)
☐ HISTORY OF SOCIAL SCIENCES (2)	☐ INSTRUMENTS & INSTRUMENTATION (1)	

Distribution of papers citing Garfield by language

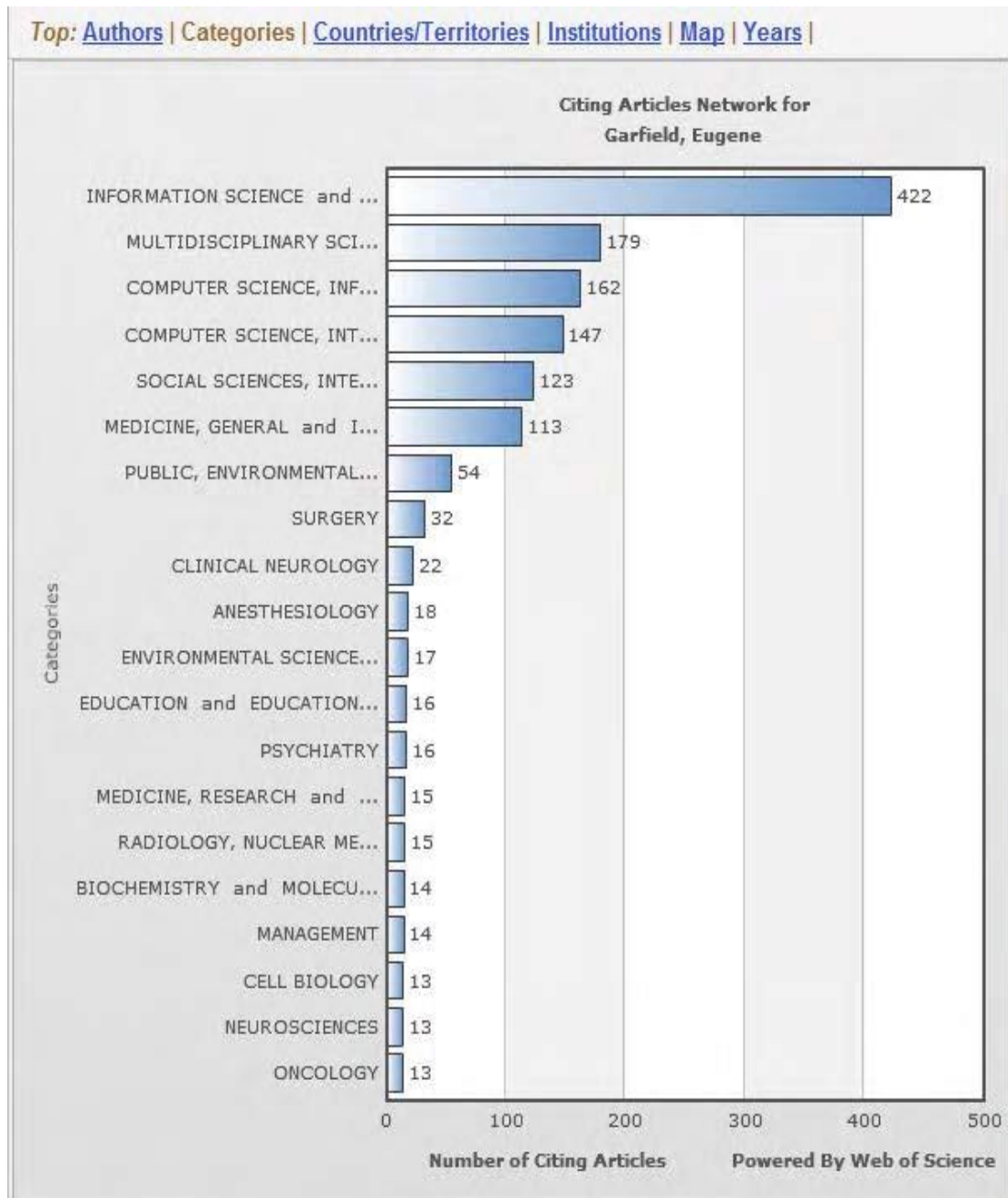
Languages [Refine](#) [Exclude](#) [Cancel](#) Sort these by: **Record**

The first 100 Languages (by record count) are shown. For advanced refine options, use [Analyze results](#).

☐ ENGLISH (2,830)	☐ JAPANESE (20)	☐ ITALIAN (3)	☐ SERBIAN (1)
☐ SPANISH (81)	☐ CZECH (13)	☐ SERBO-CROATIAN (3)	☐ SLOVENE (1)
☐ GERMAN (68)	☐ PORTUGUESE (9)	☐ CROATIAN (2)	☐ SWEDISH (1)
☐ FRENCH (40)	☐ HUNGARIAN (3)	☐ LITHUANIAN (2)	☐ UKRAINIAN (1)
☐ RUSSIAN (35)			

[Refine](#) [Exclude](#) [Cancel](#) Sort these by: **Record Count** ▼

Citations received by subject category according to ResearchID



Periodicals that most often cite the works of Garfield

Results: 3,113

Sort by: Times Cited

Source Titles

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[Cancel](#)

Sort these by:

Record Count

The first 100 Source Titles (by record count) are shown. For advanced refine options, use [Analyze results](#).

☐ SCIENTOMETRICS (328)	☐ SPECIAL LIBRARIES (13)	☐ CHEMICKE LISTY (8)
☐ JOURNAL OF THE AMERICAN SOCIETY FOR INFORMATION SCIENCE AND TECHNOLOGY (100)	☐ LIBRARY & INFORMATION SCIENCE RESEARCH (12)	☐ CURRENT CONTENTS/PHYSICAL CHEMICAL & EARTH SCIENCES (8)
☐ JOURNAL OF THE AMERICAN SOCIETY FOR INFORMATION SCIENCE (80)	☐ LIBRARY QUARTERLY (12)	☐ DEUTSCHE MEDIZINISCHE WOCHENSCHRIFT (8)
☐ JOURNAL OF DOCUMENTATION (58)	☐ LIBRI (12)	☐ IEEE TRANSACTIONS ON PROFESSIONAL COMMUNICATION (8)
☐ CZECHOSLOVAK JOURNAL OF PHYSICS (50)	☐ WEB OF KNOWLEDGE - A Festschrift in Honor of Eugene Garfield (12)	☐ INDUSTRIAL HEALTH (8)
☐ JOURNAL OF INFORMATION SCIENCE (40)	☐ LIBRARY RESOURCES & TECHNICAL SERVICES (11)	☐ JOURNAL OF ACADEMIC LIBRARIANSHIP (8)
☐ ANNUAL REVIEW OF INFORMATION SCIENCE AND TECHNOLOGY (39)	☐ SCIENCE (11)	☐ JOURNAL OF CHILD NEUROLOGY (8)
☐ SCIENTIST (38)	☐ 8TH INTERNATIONAL CONFERENCE ON SCIENTOMETRICS AND INFORMETRICS, VOLS 1 AND 2 - ISSI-2001, PROCEEDINGS (10)	☐ JOURNAL OF CLINICAL EPIDEMIOLOGY (8)
☐ JOURNAL OF CHEMICAL DOCUMENTATION (29)	☐ AMERICAN DOCUMENTATION (10)	☐ JOURNAL OF NANOPARTICLE RESEARCH (8)
☐ JOURNAL OF INFORMETRICS (27)	☐ SOCIAL STUDIES OF SCIENCE (10)	☐ KNOWLEDGE ORGANIZATION (8)
☐ BULLETIN OF THE MEDICAL LIBRARY ASSOCIATION (28)	☐ CURRENT CONTENTS/LIFE SCIENCES (9)	☐ PLASTIC AND RECONSTRUCTIVE SURGERY (8)
☐ INFORMATION PROCESSING & MANAGEMENT (24)	☐ LEARNED PUBLISHING (9)	☐ PROFESIONAL DE LA INFORMACION (8)
☐ JOURNAL OF CHEMICAL INFORMATION AND COMPUTER SCIENCES (24)	☐ NACHRICHTEN FUR DOKUMENTATION (9)	☐ SCIENCE AND ENGINEERING ETHICS (8)
☐ ASIST MONOGRAPH SERIES (23)	☐ ONLINE INFORMATION REVIEW (9)	☐ SOUTH AFRICAN JOURNAL OF SCIENCE (8)
☐ NAUCHNO-TEKHNICHESKAYA INFORMATSIYA SERIYA 1-ORGANIZATSIYA I METODIKA INFORMATSIONNOI RABOTY (21)	☐ PROCEEDINGS OF THE INTERNATIONAL CONFERENCE ON SCIENTOMETRICS AND INFORMETRICS (9)	☐ WIENER KLINISCHE WOCHENSCHRIFT (8)
☐ PROCEEDINGS OF ISSI 2007: 11TH INTERNATIONAL CONFERENCE OF THE INTERNATIONAL SOCIETY FOR SCIENTOMETRICS AND INFORMETRICS, VOLS I AND II (20)	☐ ARCHIVUM IMMUNOLOGIAE ET THERAPIAE EXPERIMENTALIS (8)	☐ ANNALS OF EMERGENCY MEDICINE (5)
☐ COLLEGE & RESEARCH LIBRARIES (19)	☐ CANADIAN MEDICAL ASSOCIATION JOURNAL (8)	☐ ASIS MONOGRAPH SERIES (5)
☐ LIBRARY TRENDS (19)	☐ NAUCHNO-TEKHNICHESKAYA INFORMATSIYA SERIYA 2-INFORMATSIONNYE PROTSESSY I SISTEMY (8)	☐ AUSTRALIAN AND NEW ZEALAND JOURNAL OF PSYCHIATRY (5)
☐ CURRENT SCIENCE (18)	☐ SCHOLARLY PUBLISHING (8)	☐ BULLETIN OF THE BRITISH PSYCHOLOGICAL SOCIETY (5)
☐ AMERICAN PSYCHOLOGIST (17)	☐ CLINICAL AND EXPERIMENTAL OPHTHALMOLOGY (7)	☐ CHEMISTRY IN BRITAIN (5)
☐ LIBRARY AND INFORMATION SCIENCE (17)	☐ CORTEX (7)	☐ CURRENT CONTENTS/SOCIAL & BEHAVIORAL SCIENCES

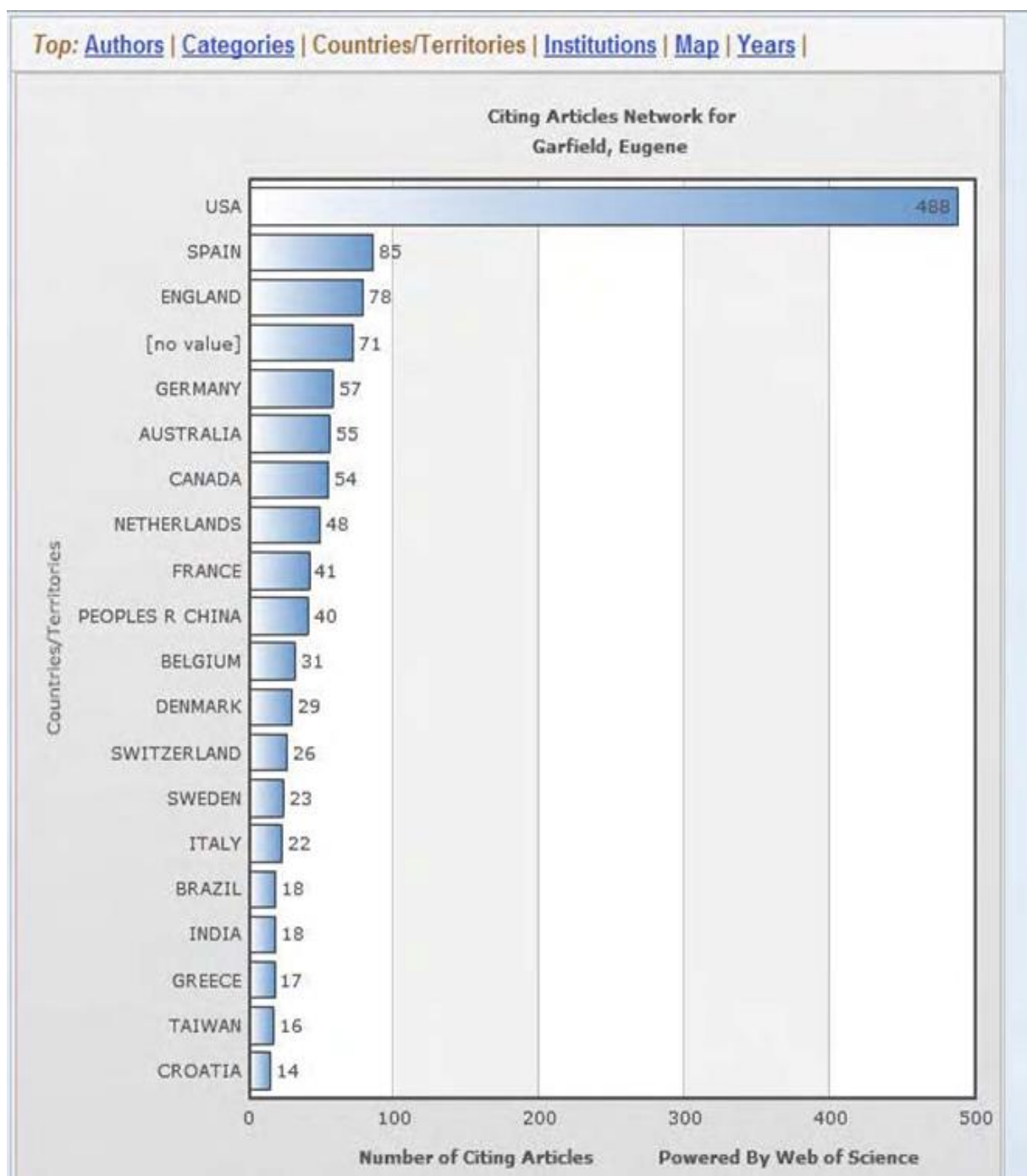
Teaching and research faculty members most often citing Garfield

Authors Refine Exclude Cancel Sort these by: Record Count ▼			
The first 100 Authors (by record count) are shown. For advanced refine options, use Analyze results .			
☐ VLACHY, J (49)	☐ OPPENHEIM, C (11)	☐ MARKUSOVA, VA (7)	☐ CAHLIK, T (5)
☐ LEYDESDORFF, L (32)	☐ UGOLINI, D (11)	☐ NEDERHOF, AJ (7)	☐ CHUBIN, DE (5)
☐ SMITH, DR (26)	☐ CHEN, CM (10)	☐ NICOLAISEN, J (7)	☐ CZERWON, HJ (5)
☐ ROUSSEAU, R (25)	☐ DE MOYA-ANEGON, F (10)	☐ YU, G (7)	☐ DAVIS, PM (5)
☐ SMALL, H (23)	☐ IEEE (10)	☐ ARUNACHALAM, S (6)	☐ DIXON, B (5)
☐ [ANON] (18)	☐ JACSO, P (10)	☐ BARKER, K (6)	☐ FALLIS, D (5)
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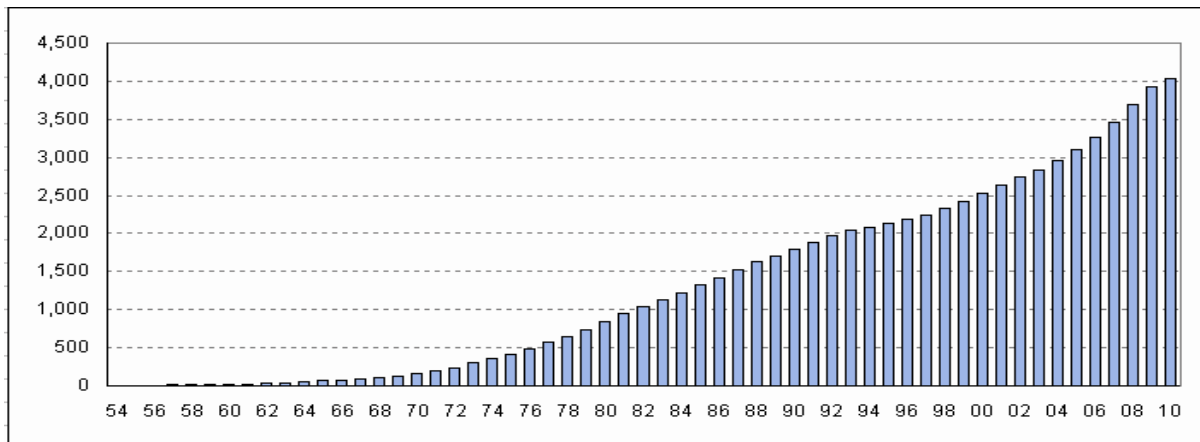
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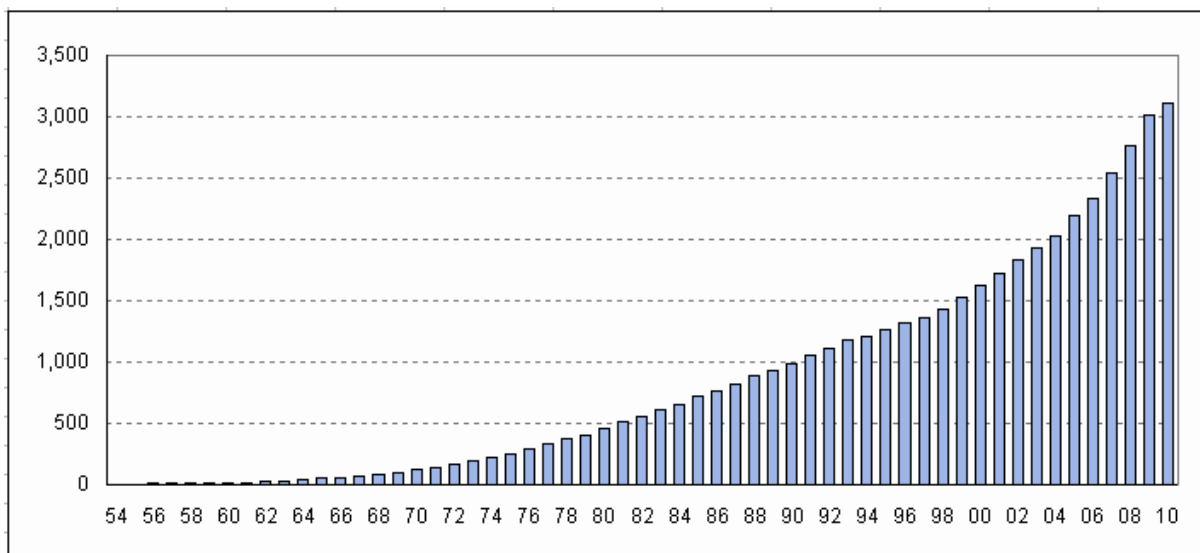
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### ***'THE IMPACT OF EUGENE GARFIELD THROUGH THE PRISM OF WEB OF SCIENCE'***

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There is a compelling time in most scholars' careers when they are required to write a research paper. Such an assignment often creates a great deal of unneeded anxiety in the scholar, which may result in procrastination and a feeling of confusion and inadequacy. Writing a research paper is in part about learning how to teach oneself. Writing a research paper is an essential aspect of academics and should not be avoided on account of one's anxiety. In fact, the process of writing a research paper can be one of the more rewarding experiences one may encounter in academics.

A scholar should bear in mind the following five maxims while preparing for writing a research paper: [a] Scholar shall do some background reading, think hard, and speak with the supervisor in order to identify a topic; [b] Scholar shall have a clear research question; [c] Scholar shall do real research; [d] Scholar shall make an argument; [e] Scholar shall write well.

This book, in 18 chapters - each contributed by different research scholars, makes serious attempt to meet the cited five maxims and offers a comprehensive picture about the art of writing a research paper. All the budding research scholars as well as the young supervisors would find this as a indispensable source of information.

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